

## **Original Charter Application**

**DELAWARE DEPARTMENT OF EDUCATION**  
**CHARTER SCHOOL APPLICATION FORM FOR**  
**A NEW SCHOOL TO BE OPENED**  
**SEPTEMBER 4, 2001**

MOT Charter School  
Name of Proposed School

Mrs. Robin Lester  
Name of Contact Person

Mrs. Robin Lester  
Head of Board

34 South Du Pont Highway  
St. Georges, Delaware 19733  
Mailing Address of Contact Person

September 4, 2001  
Opening Date

302-834-0813  
Telephone Number of Contact Person

Year 1: K-5, Year 2: K-6, Year 3: K-7  
Grades for school

First year enrollment                      450

Kindergarten through fifth grade

Second year enrollment                      525

Kindergarten through sixth grade

Third year enrollment                      600

Kindergarten through seventh grade

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments will serve as the approved charter for the school. A charter cannot be altered without the approval of the Secretary of Education and State Board of Education.

## Overview

1. As an introduction, describe the proposed charter school in one page or less. Include school level (primary, elementary, middle school, high school, K-12, etc.), grades to be served, target population (if any), school size, location (i.e. name of city or county), founding group, school focus or special educational approach, and any other descriptive information (i.e. parental involvement) that will provide a context for the remaining narrative in this application.

The mission of the proposed MOT Charter School is to open portals of opportunity for Middletown, Odessa and Townsend (thus "MOT"), Southern New Castle County communities through excellence in public education.

The founding group includes:

Mrs. Robin Lester  
34 South Du Pont Highway  
St. Georges, DE 19733

Kevin Hensley  
203 East Dickerson Lane  
Middletown, DE 19709

Jennifer Taylor  
107 MacArthur Drive  
Wilmington, DE 19804

Lacy Holly  
322 Great Oak Drive  
Middletown, DE 19709

Jennifer Holly  
322 Great Oak Drive  
Middletown, DE 19709

The program of this school is based on the fundamental belief that every child has a birthright to a first-class education, which adds meaning, dignity, and a sense of community. That birthright is delivered by combining the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices worldwide. MOT will prepare children to be informed, responsible world citizens who will proceed through their endeavors with proficiency, passion, and purpose. The school will serve as a community pillar for lifelong learning, pride, and self-actualization.

A special focus of MOT will be the agricultural history of Delaware. Through a partnership with the Delaware Agricultural Museum, students will learn about Delaware and Delmarva's agricultural heritage, agricultural industries and farm home life. Students will learn about grain harvesting, the evolution of the tractor, and the poultry, produce and dairy industries. It is important for students, and families, to learn about their State's rich agricultural history to keep this legacy alive.

Characteristics of MOT's education program include the following:

- K-5, adding one grade per year

- Projected first year enrollment of 450, adding 75 students per year
- Extended school year of 200 student days
- Extended school day of 7 hours 30 minutes
- Open enrollment for All Students
- Strong skills based on 3 Rs-- Reading, wRiting, aRithmetic, and as well as Arts, Research, and Reasoning
- Disruption-free Morning Basic Skills Program-3 Rs and Science
- Interdisciplinary program based on History of World Culture, the Paragon Curriculum
- Foreign Language—Spanish—for all students beginning in Kindergarten
- Resource Teachers in Spanish, Physical Education, and Music
- Full-Day Kindergarten
- Monthly School-wide Performance Assessments
- No Social Promotion
- Curriculum Alignment with Delaware Curriculum Standards and Standardized Testing Measures
- Pre- and Post-Testing of Students Annually
- Extensive Technology—1:3 Computers per Student
- After-school and Summer New Century Tutorial Program in Reading and Math
- Explicit phonics instruction in conjunction with content-rich classic and multi-cultural literature in the morning session of core subjects.
- Traditional Discipline/Contract with Parents via Code of Student Conduct
- Free after-school and Summer Tutorials for Teacher-Identified Students
- Extensive Parent and Community Volunteer Program

2. Statement of Need

a. Why is there a need for this type of school?

There is a need for a school that features an innovative curriculum, a longer school day and an extended school year.

According to the Delaware Department of Education Delaware Student Testing Program (DSTP), students in the four school districts in the Appoquinimink School District as follows in National Percentile Ratings:

Third grade Reading: Decreased in the period of 1998 to 2000—from 44.1 to 41.25

Third grade Math: Decreased in the period of 1998-2000—from 39.05 to 37.83

Fifth grade Reading: Decreased in the period of 1998-2000—from 45.43 to 40.2

Fifth grade Math: Decreased in the period of 1998-2000—from 38.93 to 35.70

With the exception of the 3<sup>rd</sup> grade reading test score, all 2000 test scores were less than the State of Delaware averages

b. Why is the charter school model an appropriate vehicle to address this need?

The MOT Charter School will focus all its resources to address the academic needs of its students, while parents and community supporters will be able to provide for the additional needs of students critical to their educational success. The MOT Charter School expects to attract students of all social and economic backgrounds, including children who would be termed "at risk." While the structure and curriculum of the school will be suited for children of all academic abilities, they will be especially responsive to



the needs of children who come to the school already behind in their educational development.

The MOT's morning focus on the core curriculum will cultivate skills essential to academic success. The afternoon Paragon Curriculum will teach to the students' multiple intelligences. (A detailed description of the curriculum and Learning Standards and Objectives is attached in Exhibit C.) The school's 7.5 hour school day, 200-day school calendar, full day kindergarten, 1 – 3 ratio of computers to students, free before-and-after school and summer tutorial programs, and other unique strategies will support high academic achievement in all students.

In addition, this charter school will have a “no social promotion” policy, which requires that students earn their way from one grade to the next through academic achievement. “No social promotion” means that we use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The various assessment used include ITBS, New Century, performance assessments from the Paragon curriculum, as well as Delaware Student Testing Program.

Moreover, our “performance pay” plan for administrators and teachers ties their compensation to student performance, and ultimately, to job stability.

- c. How will this charter school improve public education in Delaware? What will be the school's key strategies for improving student performance? If the strategies are successful, are there any major barriers to the use of those strategies in non-charter public schools throughout the state?

The community will enjoy a significantly positive impact in many ways:

The school's building will be constructed or renovated and will house state of the art technology for teachers and students, as well as for use by parents and the community.

The school's building and grounds will be safe and secure for teaching and learning, as well as for students and community activities.

Student learning will be the purpose of the school.

Parents of all children will have ability to participate in the decision making process.

The school will provide 1 to 3 ratio of computers to students.

The school will have a full-day Kindergarten.

The school will offer 7 1/2-hour school days and a 200-day school year.

It is possible that many of these strategies could be used in non-charter public schools if the school districts and administrators decided to implement such changes.

- d. How will the education practices used in this charter school be shared with other Delaware educators?

MOT is planning to establish a partnership with the Delaware Agricultural Museum in Dover as part of our focus on the importance of agriculture in Delaware. MOT will

establish additional partnerships with communities, school districts and local businesses, enlisting their insight and commitment to providing a world-class education for all children. MOT will obtain financial support and direction from business for its educational programs and will seek partnerships with the local business community to attract volunteers. The school faculty and staff will be encouraged to participate in community activities.

MOT Charter School will conduct education workshops, enabling educators and community members to benefit from our computer technology and distance training. MOT will serve as a welcome and engaging center for life-long learning, dedicated to community service and outreach.

### **Qualifications of the Applicant**

3. Identify the group seeking the charter
  - a. Identify the names and the places of residence of the founding Board of Trustees and indicate which members are teachers certified in Delaware, parents, and community members. Describe how the location of the founding group of members is related to the proposed location of the charter school. Give a brief description of how the backgrounds of the founding group relate to their serving as founders of a public charter school.

The group consists of:

**Robin Lester**  
**Kevin Hensley**  
**Jennifer Taylor**  
**Lacy and Jennifer Holly**

**Bios of the founder and initial Board members are attached as Exhibit A.**

- b. Describe how the group came together, and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to prepare this application, please name them, describe their qualifications and the areas where they provided information and assistance.

The founders established a partnership with Mosaica Education, Inc., a Delaware corporation which manages eight charter schools, five in Michigan, two in Delaware, and one in New Jersey. The Board of Trustees will contract with Mosaica Education, Inc. to provide curriculum, training, administrative and other services. Following is a list of the members of the Mosaica Education management, teacher training and curriculum design team.

### **Management**

The management team for Mosaica Education, Inc., includes Michael J. Connelly, President; Gene Eidelman, Chief Operating Officer; Dawn Eidelman, Ph.D., Director of Curriculum; and Michael DiRaimo, Director of Partnership Development. Mosaica's corporate offices are located at 1675 Broadway, 16<sup>th</sup> Floor, New York, NY 10019, and 4040 Civic Center Drive, Suite 200, San Rafael, CA 94903. The phone numbers are 888-290-0695 and 415-491-1305.

Mosaica Education, Inc. was formed by Gene and Dawn Eidelman, who started Prodigy™ Consulting in 1988. Prodigy was an education management organization which developed and operated community and corporate-sponsored childcare centers and school-age enrichment programming. In less than seven years, Prodigy's corporate client list grew to include six of the ten largest American corporations, labor unions and government agencies. In January 1995, Prodigy was sold to Children's Discovery Centers of America, Inc. (CDCR), the fourth largest childcare company in the U.S.

Mosaica obtained its first management agreement with a board of a charter school in inner city Saginaw, MI on August 13, 1997 and opened it on September 22, 1997 with 260 students. The facility was expanded in February 1998 and its current enrollment is 450 students in grades K-7.

Mosaica's second management agreement is with Mosaica Academy Charter School of Bensalem, PA. It opened in the Fall of 1998 and was the first suburban K-6 charter school in the state of Delaware. The school has expanded to K-7<sup>th</sup> grade with an enrollment of 500.

Mosaica Education received contracts to manage six more schools in the fall of 2000 in Delaware, Delaware, and New Jersey. Another four schools have received authorization to open in the Fall of 2001. Currently, Mosaica-managed schools have a total enrollment of more than 3,000 students in grades K-7.

Michael Connelly is the President and Chief Executive Officer of Mosaica Education. Prior to joining Mosaica, he was President of Lepercq Capital Management and General Partner of venture capital partnerships managed by Lepercq. Mr. Connelly has an extensive background in business development, education management, venture capital, and law. He is on the Board of Directors of New Century Education Corporation, Columbia Law School Association, and New York Venture Capital Forum.

Dr. Dawn Eidelman supervises the development of curriculum, teaching methods and staff training. Dr. Eidelman has thirteen years experience as an exemplary teacher, college professor, curriculum designer and successful business executive. A multilingual specialist in the Humanities, she holds Master's and Ph.D. degrees from Emory University, is a published author and serves as Director of the Paragon Curriculum Design Team.

Gene Eidelman defected to the United States from the former Soviet Union in 1976 when he was 18 years old. In 1989, he was selected as One of the Ten Outstanding Young Americans by the United States Jaycees and as One of the Ten Outstanding Young People of the World by the Junior Chamber International. Mr. Eidelman has nineteen years of proven experience in finance, budgeting, marketing, human resources, quality assurance and organizational effectiveness in private and publicly owned companies, as well as a particularly strong acumen for delivering high quality private educational services under a myriad of contractual arrangements. Mr. Eidelman serves as Mosaica's Chief Operating Officer.

Michael Holmes, Ed.D. is Mosaica's Vice President of Operations and Curriculum. Dr. Holmes enjoyed a 28-year career in education working in school districts in Tennessee, Georgia, Colorado, Illinois, and Delaware. During his career, he has worked as a teacher, counselor, instructional coordinator, director of special education, assistant CAO, CAO, assistant superintendent, and superintendent. Dr. Holmes received his formal training at the University of Tennessee at Chattanooga, Memphis State, West Georgia College, and Peabody College at Vanderbilt. He has demonstrated expertise in the areas of leadership,

school improvement planning, teaching and learning, assessment, staff selection, and technology.

Randy Truelove, C.P.A. is the Company's Chief Financial Officer. Prior to joining Mosaica, Mr. Truelove was the chief financial officers for Children's' Discovery Centers of America, Inc., the fourth largest child care company in the U.S.

Michael DiRaimo is the Company's Director of Partnership Development. Mr. DiRaimo has a background in governmental affairs and education policy. He was the Director of Program Funding and Director of Government Liaison Services for the Pittsburgh Public School District from 1989 to 1994. Prior to that, Mr. DiRaimo was the Assistant Director, Government Relations, for the Delaware School Boards Association.

Rebekah Renshaw is the Company's Executive Vice President of Operations. Ms. Renshaw started her career as a first grade teacher. She later joined CDCR as a child care center director. In 20 years she became CDCR's Executive Vice President of Operations, responsible for 250 centers in 23 states. Between 1995 and 1997, she served as COO of the Prodigy division. Ms. Renshaw provides operations support to the CAOs of the charter schools.

#### **Advisory Board**

Mosaica's Advisory Board reviews curriculum development and assessment for Mosaica Education, Inc. It will be of benefit to the school, but it will have no formal relationship with the charter school.

Dr. Gene Carter, Executive Director of the Association for Supervision and Curriculum Development and recently published author of *The American School Superintendent: Leading in an Age of Pressure*, is the former superintendent of Norfolk, VA. With over 186,000 members from 122 different countries, ASCD is one of the largest education associations in the world, including superintendents, central office staff, CAOs, teacher, school board members, curriculum designers, university faculty and students. A veteran educator, Dr. Carter has served as a private and public school teacher, as well as public school administrator and university professor. Dr. Carter is active in community, business and civic organizations, serving on a number of prestigious boards. His fruitful career has yielded many honors and awards, including the 1991 Distinguished Alumni Award from Teachers College, Columbia University, where he earned his doctoral degree in instructional and curricular practice. In 1988, the American Association of School Administrators selected him as the first National Superintendent of the Year. He is listed in *Who's Who Among Black Americans*.

Dr. Mike Kneale, international motivational speaker and President of both Kneale Enterprises and Educational Research and Development Institute (ERDI), is the former superintendent of Colorado Springs, CO. A bout with cancer compelled Dr. Kneale to leave his position as superintendent. Overcoming enormous odds, he used his victory over the life-threatening illness to spur him on to a greater degree of commitment and passion to excellence in education. A champion of the underdog, Dr. Kneale has dedicated his second chance at life to revitalizing public education. To this end, he established ERDI, an organization that brings together outstanding leaders of American education and leaders of free enterprise who share a common commitment to improving education for all children in the U.S. A much sought-after, world-class motivational speaker on the power of human potential and the importance of quality in education, Dr. Kneale presents 200 days a year all around the globe.

Dr. John Porter, former Michigan State Superintendent, President-emeritus of Eastern Michigan University, and founder of the Urban Education Alliance is also the former superintendent of Detroit. Dr. Porter's long and distinguished career demonstrates an outstanding dedication and commitment to teaching and education. At the age of 38, he was the youngest chief state school officer in the nation and the first black state school superintendent in the United States. As CEO of the Urban Education Alliance, Inc., a non-profit foundation whose purpose is to assist urban school districts to increase student achievement and improve school effectiveness, Dr. Porter was instrumental in creating the *Sixteen-Step Strategic Planning Process*, designed to help urban schools thrive, rather than merely survive. Published author, member of several boards of directors and recipient of numerous awards and honors, Dr. John Porter was inducted into the Michigan Education Hall of Fame in 1992.

Wayne Vasher, Ed.D. recently retired from the position of the Company's Director of Partnership Development for Michigan. Prior to joining Mosaica, Dr. Vasher was Executive Director of the Charter Schools Office for Saginaw Valley State University. His previous experience includes 25 years as superintendent of school districts ranging in size from 4,000 to 30,000 students. Dr. Vasher's responsibilities included establishment and operation of Mosaica's schools in Michigan.

#### **Paragon Curriculum Design Team Leaders**

Anne Manyak, M.A. in Anthropology, seasoned public elementary teacher, curriculum designer, writer and managing editor, has worked on Macmillan/ McGraw Hill's *Adventures in Time and Place* videodisc series, *Ancient World 2001™* for the California Department of Education, as well as *Science 2001™* for the National Science Foundation. Ms. Manyak serves as a design team editor.

Eric Engdahl, M.A., Ph.D., Visual and Performing Arts specialist, contributes 15 years of experience in children's educational theatre as actor, director, producer and set designer, and has directed the last 3 summer institutes for the prestigious California Arts Project, a training program for elementary school teachers. A strong proponent of teaching to Multiple Intelligences in the classroom, Dr. Engdahl brings to the Paragon Design Team a remarkable gift for transforming rigorous content material into hands-on, experiential education that's tremendously fun. Dr. Engdahl serves as a design team editor.

Marie Judson, M.A. in Instructional Technologies, B.A. in English, and California Secondary credential in English and Computer Applications, brings experience in teaching, training, and instructional design and development from both education and corporate training environments. She has worked with school and community programs in assessing technology needs, designing effective training and support materials, and delivering training. Ms. Judson serves as the Director of Instructional Technology.

Kristina Baker, MCP (Microsoft Certified Professional) is Mosaica's Director of Information Technology. She brings over 15 years experience in computers, electronics, and networking; including system design, implementation, support and training. Prior to leaving the Navy, she was recognized as one of the Navy's best for her expert project-management and technical support organization.

Iris Martinez Kane was educated at U.C. Berkeley and U.C. San Diego Scripps Institute in biological sciences and marine biology. She has 12 years teaching experience in science and bilingual studies for both private and public schools. A National Science Foundation Fellow, Ms. Kane has worked for Prentice Hall *Science Explorer* CD-ROM series; Addison-Wesley *Science Insights* middle school series, MacGraw-Hill *The Nature of Life*, as well as Spanish-Language writing and editing for Addison-Wesley and Harcourt Brace. Ms. Kane serves as our design team Science and Spanish-Language writer and editor.

Margit Freundberg, M.A. has an extensive background in multicultural curriculum design and urban education. She has developed and implemented award winning supplemental academic programs throughout the San Francisco Bay Area. She has also consulted with schools and community-based organizations to assist them in solving their educational challenges. She is a key editor and writer for Paragon.

Wendy Frey is a published fiction writer and poet, and an experienced curriculum designer and educator. She teaches fiction writing and classes combining writing, art, and theater. Ms. Frey holds B.A. degree in English from Grinnell College, and a M.F.A. in Creative Writing from Goddard College. Ms. Frey serves as a design team editor.

Susan Key M.A., Ph.D. in Musicology, brings to the team a background rich in multi-grade teaching, curriculum design and professional musical performance. Most recently Dr. Key taught at the College of William and Mary and at the University of Maryland at College Park. Prior to that she participated in the curriculum design and implementation of an interdisciplinary school-wide program based on the history of human culture at one of the nation's top prep schools. She also wrote and consulted for Warner Music and Prentice-Hall. She is currently a music professor at Stanford University.

Sheri Scarborough, M.A. was educated at Princeton and Berkeley in English and Literature. She has seven years experience in teaching and designing curriculum for both private and public schools. Ms. Scarborough has assumed many leadership roles including facilitating a six-year review process at the high school level, and coordinating a program for immigrant students. She is Mosaica's language arts and assessment specialist.

In addition to Mosaica Education, Board Members will contact businesses, community groups, and the chamber of commerce to solicit input and support from leaders in the community. Community groups will be instrumental in providing guidance to customize MOT's program to the interests and needs of the community, in order to serve its students most meaningfully and effectively.

- c. Describe the plans for further recruitment of Board members of the school.

Community meetings will be held for this purpose. Guidelines and qualifications are as follows:

Necessary qualifications of Trustees:

- Bona fide resident of the State of Delaware
- Interest and experience in public education
- Commitment to mission and beliefs stated in the Charter

Number of Trustees: Minimum of five (5), maximum of nine (9).

Length of term of each:

Three years, with initial staggered terms of three years for one third (1/3) of the members Trustees, two years for one third (1/3) of the members Trustees, and one year for the remaining Trustees, with the right to reappointment for successive three year terms.

Proposed method of appointment or election:

Public notice will be given of vacancies on the Board. Interested individuals will be given an opportunity to apply for appointment to the Board. The Board will review applicants for each vacancy and recommend a candidate for each vacancy that exists on the Board after the initial Board has been appointed

Process for making executive decisions:

The Board will meet on a regular basis to make major policy decisions. The Chief Administrative Officer (CAO) and Mosaica Education, Inc. will be empowered to make executive decisions in line with the school's policies and procedures.

#### **Documentation of Incorporation**

4. Identify the name of the corporation, date of incorporation, and name of the corporation's chief operating officer. Attach a certified copy of the Certificate of Incorporation and any available by-laws of the corporation. The by-laws shall provide for representation of the school's teachers and parents of students on the Board.

The Corporation's name is MOT Charter School. Articles of Incorporation and By-laws are attached as Exhibit B.

#### **Mission and Purpose of the School**

5. Describe the purpose, mission, goals, and core philosophy of the proposed school.

MOT Charter School's purpose is to open portals of opportunity for children and adults in the community through excellence in public education. The school will serve as a community pillar for life-long learning, pride, and self-actualization. Looking to the past to prepare students for the future, MOT will combine the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices worldwide. By studying the great ideas of human genius that transcend time and place, MOT students will cultivate multi-cultural perspective and global awareness. MOT Charter School will prepare students to be informed, responsible world citizens who will proceed through their endeavors with purpose, passion and proficiency.

MOT Charter School will not track children by ability, convinced by compelling evidence that early tracking typecasts children into polarized groups of winners and losers. For slower learners, consigned to watered-down curriculum, the judgment too often becomes a self-fulfilling prophecy. Instead MOT teachers will compel all students to excel by concentrating on engaging every child in learning and by holding students to high standards. All students, including the best and brightest, will be stimulated and challenged by the Paragon Curriculum.

The premise for MOT is that character development and personal management skills should form the basis for schooling. Students must be empowered to take responsibility for their own learning and development. The school should facilitate the learning process

within an environment that encourages high ethical and academic standards and reinforces the positive values taught at home.

MOT's educational goal is to prepare students to be creative, intuitive and analytical thinkers with a solid understanding of the history of ideas. The content-rich Paragon Curriculum will prepare students to solve problems both individually and collaboratively, using critical thinking skills cultivated through comparative, interdisciplinary study. Extensive access to computer technology as an authentic learning tool will enable MOT students to address unprecedented career challenges and global opportunities facing them in the 21<sup>st</sup> century.

The Paragon Curriculum combines the pragmatism and rigors of a classical education with the best teaching practices worldwide, including technology. To the traditional 3 Rs of Reading, WRiting and ARithmetic, MOT adds Art, Research and Reasoning. In addition, foreign language will be taught as an integral part of the curriculum.

### **Educational Program**

6. Describe the school's education plan including the following:
  - a. Provide an overview of the curriculum in each content area. Indicate how the school's curriculum approach will focus on the state content standards and state performance indicators (if available at the time of application), as well as any additional curriculum objectives the school may have. Describe how the curriculum approaches are consistent with the assessment strategies that will be used. Indicate how the instructional strategies are consistent with the school's curriculum.

Following are the most important ways in which MOT's program differs from those offered by traditional public schools:

1. Explicit phonics instruction, in conjunction with content-rich classic and multi-cultural literature in the morning session of core subjects.
2. Math and science taught as discrete subjects, in the morning session, to cultivate skills essential to academic success.
3. Full-day Kindergarten.
4. 1 to 3 ratio of computers to students. Technology applications, including CD-ROMs and Internet sites are woven into the fabric of the curriculum, instead of segregating technology into a separate once-a-week computer class. Our classroom computers and strategic application of technology develop genuine computer literacy and allow students to experience the value of the computer as an integrated learning tool across the curriculum.
5. Integrated Paragon program in the afternoon, including social science, literature, philosophy, drama, music, art, science, history, math, geography and character development through the hands-on study of "great ideas" in world culture.
6. Foreign language for all students beginning in Kindergarten.
7. Approximately one hour per day more instructional time.
8. School year increased by twenty days.
9. Strong student accountability measured by a national standardized test administered twice each year.
10. Individualized personal learning plan for every child.

Attached to this application, as Exhibit C, are the scope and sequence of the Core and Paragon curriculum, the alignment with Delaware's History, Geography, Social Studies,



Economics standards (K-8), and supporting lesson plans. MOT will teach it's core Language arts, mathematics, and science using nationally recognized curricular programs with alignments to ITBS, ASCD, and to Delaware Content Standards. Our language arts, science, and mathematics learning objectives for each grade level, is attached. The school's software tutorial program will be aligned with Delaware's specific content standards. MOT's Middle Years (middle school) program, based on *International Baccalaureate*, is also included.

## **CORE CURRICULUM: MORNING PROGRAM**

### **Reading**

The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades K-2. MOT Charter School will teach content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 when children are making the transition from learning to read to reading to learn.

Leveled books from the classroom library will feature the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, MOT Charter School students will use a research-based spelling program that introduces them to spelling patterns and to high-frequency, high-utility words they use most often in their reading and writing. The spelling program further develops phonetic awareness and features an innovative CD-ROM extension to engage students further in spelling and proofreading practice.

The Socratic method featured by Paragon Plus literature program, as well as the multicultural reading selections make for a very compatible fit with the content-rich Paragon Curriculum, which is based on the history of ideas in world culture. Both Paragon Plus in the morning session and the Paragon Curriculum in the afternoon, employ an integrated interpretive reading and discussion program that encompasses all disciplines across the curriculum. Interpretive activities enable students to become more aware of their reactions as they read, develop a sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the curriculum, students practice many reading and thinking skills: recalling and organizing details from the story, drawing inferences, analyzing characters' motives, and finding the main idea of a passage or the text as a whole. The activities involve reading the selection twice - once for general meaning, and the second time for making notes while thinking of a central question. Next the group discusses answers to a central question to which there are many possible interpretations. Finally, each student writes an essay around another question related to the theme of discussion. Paragon Plus literary selections emanate from the historical period featured in the afternoon Paragon Curriculum.

### **Phonics**

MOT will use a highly effective phonics program for K-2 students and phonetically controlled, level classroom literary books to promote reading fluency and phonetic awareness. Phonemes are the smallest components of sound in language. As MOT students learn their letter formations, they acquire simultaneously the phonemic rules that govern the spelling and the pronunciation of the English language. MOT is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after "inventive" spelling patterns have taken root.

Spanish instruction at all levels further enables student understanding of parts of speech and other linguistic principles. Moreover, because Spanish is such a phonetic language, instruction in Spanish reinforces training in Language Arts phonetic awareness.

### **Writing**

Students write for a variety of purposes and projects. Some are daily assignments such as in journals, some are short-term assignments involving very few drafts such as letter writing and project proposals. Still other writing assignments are longer term (typically 4 weeks) and are assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments are either narrative or expository in nature. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Student works range from "The Hero's Journey in the Odyssey," to "A Letter to Joan of Arc," to the headline "FREE TEA IN THE SEA: The British are NOT Amused," and "A Biography of Martin Luther King, Jr." Narrative material usually is organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students use elements of style unique to each genre as models for their own writing.

### **Mathematics**

MOT Charter School will teach mathematics as a discrete subject in the morning session that is not subject to interruptions of any kind. In the interest of curricular continuity and quality assurance, MOT will adopt a school-wide program incorporating a well-designed manipulative element. MOT's software curriculum alignment program will ensure that it's curriculum meets or exceeds the State content standards and performance indicators. The rich and varied applications of math will be integrated into the Paragon Curriculum in the afternoon session for additional practice and application. Through Science ("Tools, Technology, and Innovations") units under each of the ten Human Eras and in measuring, counting and "marketplace" activities, the Paragon Curriculum will reinforce math skills cultivated in the traditional morning session. Moreover, by studying the lives of great thinkers in the history of ideas, students will encounter the intellectual contributions of prominent mathematicians and will apply their theories to concrete mathematical activities.

### **Science**

The Academy's science program will engage students in scientific inquiry by tapping into their sense of wonder about the world around them. Students wonder then plan how they will find answers to their questions. This leads them to conduct investigations, which may take form as activities, research, reading or interviews with experts. Students then reflect on what they have learned through their investigations and share the outcomes of their discoveries. As with Everyday Mathematics, Science Anytime by Harcourt Brace reveals to students the discipline's relevance across the curriculum and its applicability to our everyday lives.

## THE PARAGON CURRICULUM A World of Ideas That Make A World of Difference

### Across Eras, Continents and Disciplines

The unique Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills that will provide them with the necessary intellectual capital to succeed in mainstream culture. Rather than teach history in bits and pieces in arbitrary sequence, Paragon's fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by new precedents set by others.

Studying history across continents depicts for older students, the manner in which many ideas develop at the same time in independent cultures unaware of the other's breakthroughs. In comprehending synchronicity and the genealogy of ideas, students develop a larger conceptual picture of history and an enhanced awareness of the interrelationships of many areas of knowledge. Rather than memorize names, dates and wars in isolation, students recall the sequential circumstances surrounding these events and remember more readily both factual information and conceptual relevance.

The Paragon Curriculum is designed around eight ages of history or **Human Eras**, which constitute the monthly conceptual themes:

<i>The Ancient World</i>	40,000 B.C. to 500 B.C.
<i>The Classical World</i>	499 B.C. to A.D. 500
<i>The Middle Ages</i>	501 to 1459
<i>Renaissance and the New World</i>	1460 to 1600
<i>Kingdoms and Colonies</i>	1601 to 1752
<i>Revolution and Independence</i>	1753 to 1825
<i>The World in Motion</i>	1826 to 1913
<i>The 20<sup>th</sup> Century</i>	1914 to 2001

### Aligning Paragon with Local and State Standards

Although all Paragon students will immerse themselves in the historical, cultural and scientific worldview of the **Human Era** they are studying simultaneously with other grade levels, each grade will focus on a unique **Essential Question**. The monthly conceptual theme, or **Essential Question** allows teachers to foreground one unifying principle over others and to render reading, writing and academic content far more focused. This also enables Paragon to satisfy various local and state curriculum standards by highlighting those areas that students are expected to master at a specific grade level. Paragon provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with monthly units based on a conceptual theme which can be adapted for different grade levels. Paragon aligns its curriculum units with national, state and local district needs, freeing faculty to spend their time crafting creative and compelling lessons for the unique interests and needs of their students. Step-by-step Daily Lesson Plans are organized around **Investigative Questions**, the types that have no easy answers and that have captivated thinkers for millennia.

## THE CONTENT CORE OF THE PARAGON CURRICULUM

### History and Social Studies

Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Social studies constitute the organizing, chronological core of the Paragon curriculum precisely because it is multidisciplinary and interdisciplinary in nature. It provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

- Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. The mentality and application of racism will be explored. Discussions of Race vs. Racism and its effect on our society, i.e. race, gender, disabilities, etc., will be featured. As these issues grow increasingly complex, the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself.
- Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, Comparative Literature, Cultural Studies and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.
- Technology provides increasingly easy access to data bases that are interdisciplinary and multidisciplinary as well as to scholarship in many disciplines.
- Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

It is within this context that the Paragon Curriculum was conceived. It pays attention to the specific contributions of history, the social sciences, humanities, fine arts, the natural sciences, and other disciplines, while simultaneously providing an umbrella for the integrative potential of these several disciplines. Paragon's power stems from recognizing the importance of the disciplines and their specific perspectives in understanding topics, issues, and problems. Moreover, Paragon teaches students to recognize that topics, issues, and problems transcend the boundaries of single disciplines and demand the power of integration within and across them. Paragon employs a constructivist, student-centered approach to hands-on learning.

### Science

Science is also integrated into the Paragon Curriculum, which features biographies of great scientists, accounts of breakthrough discoveries, and detailed hands-on activities for students to stimulate interest in the scientific method. The interdisciplinary approach enables students to see science as an integral part of their lives, rather than as a daunting discipline.

The goal of the Paragon Curriculum is to enrich the science by integrating it with the liberal and fine arts, as well as with the social sciences, the synthesizing strands that weave together the Paragon Curriculum. Mathematics as the language of science, and of economics, also constitutes an integral part of the Paragon experience for students. The

Paragon Curriculum draws from and extends the morning session's traditional core program, *Science Anytime* and *Everyday Mathematics*.

### **Technology and Computer Literacy**

Technology is the application of scientific knowledge for the purpose of solving practical problems, extending human capacities, and improving the quality of life. The Paragon Curriculum emphasizes the use of technological tools to facilitate and enrich learning across academic disciplines. Information technology is the most frequently used technological tool. Students use computers to communicate via the Internet, to express themselves creatively, to solve problems, to organize data, to conduct research, and to explore mathematical and scientific principles through simulations.

To master true computer literacy, students require hands-on access to computers in real time, rather than isolated visits to a computer lab. THE ACADEMY will be equipped with a computer for every two to three children, as well as with a laptop for each teacher and administrator. The personal desktop computers will be linked to the Internet, affording access to curriculum and resources available in cyberspace or on disk. Paragon Lesson Plans direct students to specific Internet sites on a regular basis.

The school's library will be styled as a Media and Resource Center, supplying a library of excellent books and CD-ROMs. The library holdings will contain the books prescribed by the Core Knowledge Foundation and those that support the content-rich Paragon Curriculum, as well as TV/VCRs, overhead and slide projectors for pedagogy. The Multimedia Center will also feature a Multimedia Arts and Sciences Studio for student radio and video portfolio productions.

Each classroom will be equipped with a TV/VCR to support the distance learning technology, as well as the Paragon Curriculum, which features film clips from classic and quality motion pictures to make history come alive for students. Overhead projectors in every classroom will further enable teachers to engage students with the captivating transparencies that support the Paragon Curriculum.

### **The Arts**

Rather than relegate art, music and foreign language to the periphery of the curriculum, Paragon's design integrates them into its interdisciplinary center.

To truly integrate the arts into the Paragon Curriculum, teachers will be trained in the visual and performing arts. Daily Paragon Lesson Plans are outlined with step-by-step instructions to ensure seamless implementation. Art, drama, music and dance interrelated to the core curriculum draw many marginal students into the center of learning. Acting vicariously (not acting up) enables students to try on different roles without compromising their quality of life. It is no accident that "playing" (as in what children do) and "playing" (as in acting and putting on a play) and "playing" (as in playing a musical instrument) are the same word. Without the "play" in the process, it loses its validity and vitality.

Paragon's purpose is to make the arts a vital component of a child's education, while at the same time placing the strongest possible emphasis on the basic skills of reading, writing and arithmetic. The arts offer children opportunities to assimilate and apply what they have learned in ways relevant and meaningful to their experience. Their enhanced

skills of communication, analysis and self-expression enable them to compete far more successfully with their traditional learning classmates.

### **Music**

According to Plato, "Music...gives a soul to the universe, wings to the mind, flight to the imagination... and life to everything." The impulse to make music is ageless and universal. Music has the capacity to communicate volumes about an era and its people. The Paragon Curriculum conveys to students, features of the music of different eras and composers by having them sing, dance, and perform with rhythm instruments. Students also learn to listen for specific features and to discern how one era or culture often imitates and reinvents the music of another. All teachers, including the Spanish, Physical Education and Music Specialists will receive a Paragon cassette to accompany each of the eight five-week units and will be trained to integrate their respective fields to Paragon's school-wide program.

The music specialist will also conduct choral and instrumental instruction. The music specialist will consult with teachers on the musical portions of Paragon Lessons to draw from and extend the Paragon Curriculum in music class.

### **Foreign Language**

The school program will treat foreign language as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Spanish instruction will commence in kindergarten and build purposefully toward proficiency with each successive grade level. Communication will be lively and animated with vocabulary content tied thematically to the integrated curriculum. Moreover, multimedia pedagogical resources (videos, CDs, CD-ROMs, children's books) in the target language will convey to students the cultural experiences of their peers in Spanish-speaking countries. The program will cultivate the natural facility of younger students for foreign language acquisition by beginning at an early age with a high quality program.

### **Character Education**

Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Through content-rich study, children come to understand the expansive potential open to them if they can identify with early clarity their individual strengths and sense of purpose. Paragon students contemplate questions that have captivated thinkers for millennia: What makes a "Hero"? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future?

In addition, a dress code will be enforced. Emphasis will be placed on manners, discipline, attention, retention, and conflict resolution.

### **Achieving academic excellence through the Paragon Curriculum:**

Paragon's program is designed to increase the student's ability to read, study, search for information, use social science technical vocabulary and methods, apply the scientific method to real world situations, practice reasoning through mathematical analysis and logic, and use computers and other electronic media.

To develop this skill category, Paragon increases the student's ability to use the writing process and to classify, interpret, analyze, summarize, evaluate, and present information in well-reasoned ways.

Paragon cultivates the student's ability to conceptualize unfamiliar categories of information, to establish cause/effect relationships, and to determine the validity of information and arguments. The interdisciplinary Paragon Curriculum expands the boundaries of traditional, segmented courses to enable students to define their roles and responsibilities as enlightened citizens.

The Paragon Curriculum enhances the student's ability to express and advocate reasoned personal convictions within groups, to recognize mutual ethical responsibility in groups, to participate in negotiating conflicts and differences or to maintain an individual position because of its ethical basis. Paragon calls upon the student to work individually and in groups.

**By studying the history of human culture, students learn implicitly about values and ethics that transcend time and place.**

- Individual beliefs/majority rule
- Obeying the law/the right to dissent
- Cultural variety/cultural assimilation/uniformity
- Community progress/individual liberties
- Individual rights/public safety
- Celebrity vs. Heroism

b. Provide evidence of the school's curriculum aligning with the state content standards and state performance indicators (or comparable alternative indicators). Indicate how the instructional strategies are consistent with the schools curriculum.

The Academy is confident based on the in-depth research on Delaware standards and alignment provide by our curriculum consultants that the Paragon curriculum and the school's core curriculum will enable students to meet Delaware content standards. We attach a description of how the Paragon curriculum aligns with the Content Standards of the Delaware Department. Other comparable alternative indicators include the program's alignment with ASCD standards. These are included in Exhibit C.

c. Describe how the curriculum approaches are consistent with the assessment strategies that will be used.

The interdisciplinary, thematic approach integrates all areas of curricula to stress application of knowledge and skills. The unique Paragon Curriculum, which will constitute the afternoon program at the MOT Charter School, generates a school-wide monthly theme for learning, and relies upon a spiraling continuum for each theme (era in the history of ideas). The school program's multiple assessments also encourage students to learn in ways consistent with their individual learning styles, which increases learning opportunities.

d. What teaching methods will be used? How will this pedagogy enhance student learning?

## **Reading**

The school will provide a balanced approach to Reading instruction which combines the explicit teaching of mechanical skills necessary to cultivate fluency, along with the whole language activities designed to stimulate the young intellect and imagination and to inspire a love of reading. Roger Sensenbaugh writes in "Phonemic Awareness," in ERIC Digest, 1997, that a child's success in learning to read derives from three powerful predictors: 1) the preschooler's ability to recognize and name letters of the alphabet; 2) the child's general knowledge about text; and (3) his/her awareness of phonemes. MOT will set children up for success by developing in emerging readers these early aptitudes, and by blending explicit phonic instruction with whole language methodologies.

We concur with the Position Statement of the International Reading Association (January 1997):

When phonics instruction is linked to children's genuine efforts to read and write, they are motivated to learn. When phonics instruction is linked to children's reading and writing, they are more likely to become strategic and independent in their use of phonics than when phonics instruction is drilled and practiced in isolation. The most important element in the process of learning to read is that of acquiring the series of strategies that will allow children to decode or sound out words that are already in their vocabulary.

### **Writing**

This essential skill constitutes an integral part of the curriculum. Writing assignments develop from discussions in Socratic "Circle" Seminars based on Literacy Place readings, and on Paragon Curriculum multimedia, fine art and scientific selections. The methodology for Circle Seminars draws from Mortimer Adler's work on the Paideia approach.

Grammar and phonetic instruction arise authentically from these writing and editing experiences. Rather than isolate the teaching of these tools, our program demonstrates their applicability by teaching phonemic principles at the initial reading stage of a new selection and by conveying grammatical concepts at the final editing stage of a writing assignment.

The phonics program will introduce phonemes specific to the English language, teaching (and reinforcing to) students at all grade levels the spelling and pronunciation rules, which govern our language. Teachers will be trained to blend phonetic instruction seamlessly into writing and editing assignments with their students.

### **Mathematics**

The curriculum will feature units of study that follow the NCTM standards based on everyday life experiences. A skills-based program geared to high achieving students, the program will stress writing about and discussing mathematics. Black Line Masters which integrate social studies skills, such as map making, serve as a compatible fit with the afternoon Paragon Curriculum.

Although students will be expected to achieve mastery of all the basic computational skills, the school regards mathematics as far more than a calculating tool. Students will devote a considerable amount of time to solving complex problems that require interpretation and analysis beyond the superficial level. Instead of merely memorizing assorted formulas by rote, students will acquire an understanding of the fundamental ideas of mathematics and its logic.

### **Technology**



Technological advances accelerate at a rapidly changing pace, mandating a need in today's workplace for literate, analytical employees with a command of computer literacy and broadly informed problem-solving capacities.

To master true computer literacy, students require hands-on access to computers in real time, rather than isolated visits to a computer lab. MOT will be equipped each with a computer for every three children, as well as with a laptop for each teacher and administrator. The personal desktop computers will be linked to the Internet, affording access to curriculum and resources available in cyberspace or on disk. Paragon Lesson Plans direct students to specific Internet sites on a regular basis. The MOT library will be styled as a Multimedia and Resource Center, supplying a library of excellent books and CD-ROMs, as well as TV/VCRs, overhead and slide projectors for pedagogy. The Multimedia Center will also feature a Media Arts and Sciences Studio for student radio and video portfolio productions.

To make history come alive for students, MOT will have TV/VCRs to support the educational content videos, such as *Time/Life* and *Discovery Channel* titles related to Paragon historical and geographical topics. Overhead projectors in every classroom will further enable teachers to engage students with the captivating transparencies that support the Paragon Curriculum.

**The Paragon Curriculum features the following aspects of the best teaching and learning practices worldwide:**

**Integrated interdisciplinary work**

- Allows for more efficient use of time for students and teachers.
- Enables students to develop accelerated academic, aesthetic and technical skills.
- Instills in students a strong aptitude for assimilating disparate ideas.
- Presents opportunities to apply esoteric concepts to practical contexts.
- Provides mechanism through project-based learning for integrating newly acquired knowledge from different disciplines.
- Applies skills developed in reading, writing and mathematics to relevant, real-world situations.

**Essential Questions -- the Paragon Framework**

- Reflect the grand, sweeping patterns in the evolution of cultural world views.
- Represent a breakthrough in how people see themselves, their purpose or their relation to the physical world. Also exemplifies a transition in awareness of the material world or universe.
- Define a prevailing world view.
- Illustrate a "great" idea with relevance, significance and endurance which transcends time and place.
- Address the "so what" question that we would have students consider in their writing, performances and presentations.
- Amplify the role of common people who become heroes in developing ideas, inventions and art that become mainstream social norms

**Paragon instills and cultivates the following:**

- Strong interactive skills - cooperation, networking, teamwork and information pathway knowledge;
- Responsibility for learning - knowledge of one's purpose, identification of goals, development of a plan, gathering information, and implementation of a plan;
- A sense of wonder and inquiry;
- Decision making - identifying and struggling with complexities, solving problems and thinking critically, developing creativity, rather than strict conformity to conventional practices;
- Self-direction and personal initiative;

**Paragon's curriculum is powerful because it is meaningful.**

- Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.
- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.
- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning.
- The teacher is reflective in planning, implementing, and assessing instruction.
- Drawing from the Core Knowledge Foundation's advocacy of content-rich curricula, Paragon instills the cultural literacy and intellectual capital children need in order to succeed in mainstream contemporary culture. Paragon's distinction from Core Knowledge is our fully integrated, chronologically sequenced framework.
- All disciplines, including math and science, the liberal arts, fine arts, social sciences, foreign language and physical education weave strands of connection between different ways of knowing (epistemology.)

**Paragon teaching and learning are powerful because they are integrative.**

- Paragon is integrative in its treatment of topics.
- It is integrative across time and space
- Paragon teaching integrates knowledge, skills, beliefs, values, and attitudes to action.
- Paragon teaching and learning integrate effective use of technology.
- Paragon teaching and learning integrate across the curriculum.

**Paragon teaching and learning are powerful because they are value-based.**

- Powerful Paragon teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
- Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
- Rather than promulgate personal, sectarian, or political views, Paragon teachers make sure that students: 1) become aware of the values, complexities, and dilemmas involved in an issue; 2) consider the costs and benefits to various groups that are embedded in

potential courses of action; and 3) develop well-reasoned positions consistent with basic democratic social and political values.

### **Paragon Curriculum teaches the Multiple Intelligences.**

Multiple Intelligences, a term coined by psychologist and author, Dr. Howard Gardner, refers to seven domains of ability in which students can excel:

- Linguistic Intelligence- (speaking, reading, explaining things to others.)
- Logical-Mathematical Intelligence- (measuring recipes, balancing a checkbook, estimating distance.)
- Spatial Intelligence- (drawing, finding one's way around a room, picturing something in the mind's eye.)
- Musical Intelligence- (listening to music, singing, playing an instrument)
- Kinesthetic Intelligence- (playing sports, making things by hand.)
- Interpersonal Intelligence- (having friends, working or playing with a group)
- Intrapersonal- (enjoying time alone to think to wonder and to imagine.)

The last two intelligences, inter- and intrapersonal are comparable to "Emotional Intelligence," the determining factor for success in life delineated by Daniel Goleman, Ph.D. in his best-selling book by the same title. The first two intelligences outlined by Gardner, Linguistic and Logical-Mathematical, are those measured by standardized tests.

The morning program will be devoted to the "basics" of the first two intelligences—Reading/ Writing (including phonics and spelling) and Arithmetic/ Science. The afternoon session, the interdisciplinary Paragon Curriculum, cultivates all seven of these multiple intelligences, along with an eighth, the "Integrative Intelligence," which refers to the ability to make connections across disciplines.

### **Orchestrating the Paragon Curriculum**

Consider the metaphor of a musical ensemble such as an orchestra (the Paragon Curriculum) as it performs a specific musical composition (a grade level or specific course within the curriculum). At certain times, one instrument (a discipline such as history) takes the lead while others (such as geography and economics) play supporting roles. At other times, several instruments (history, fine arts, literature, etc.) or the full ensemble play together to fully address the composer's thematic aims. The quality of the performance derives from the composer's creation of the music (design of the Paragon Curriculum with the animated spark of creativity derived from exemplary teaching). Accompanying features includes the unique qualities of individual instruments (the contribution of individual disciplines), the acoustics of the setting (expertise of curriculum designers and teachers, school site facilities, and instructional resources). Crucial to the success of the performance are the skills of musicians and the conductor (students, teachers, curriculum design team and onsite curriculum coordinator). All must work collaboratively and synergistically to know when and how to express the meaning of the composition (curriculum).

- e. Describe how the educational program will address students with IEPs and/or accommodation plans.

When making educational placement decisions, we will ensure that parents are members of the group making these decisions and are subject to the requirements regarding provision of the least restrictive environment. MOT will follow all other guidelines issued by the Delaware Department of Education. If a child with an IEP (Individualized

Educational Program) at a public school enrolls in our school, we will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with IDEA. They will be subject to annual revision, but may be revised at will, if warranted.

MOT assures that the school will be in compliance as follows:

#### Provision of Special Education Services

The Charter School will fully comply with federal laws and regulations governing children with disabilities, particularly the Individuals with Disabilities Education Act (IDEA), as follows:

1. The charter school is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) to require special designed instruction.
  2. The charter school will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, which is acceptable to the Delaware Department of Education, and that children who have already been identified are re-evaluated by the multidisciplinary team at established intervals required by IDEA.
  3. When a multidisciplinary team determines that a special education student requires specially designed instruction, the charter school will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually.
  4. The charter school will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
  5. The charter school will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
  6. The charter school will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, the charter school where these students are enrolled is solely responsible for providing educational services during that period of exclusion from school.
  7. The charter school will fully comply with any and all requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
- f. Describe the school calendar and hours of operation. Provide the calendar for the first year of school operation.

## 2001-2002 SCHOOL CALENDAR

### 2001

September 4	First Day of School
October 12	Columbus Day
November 22, 23	Thanksgiving Break
December 15	Last Day Before Christmas

### 2002

January 2	School Resumes
January 14	Martin Luther King Day
February 11	Presidents' Day
March 25-29	Spring Break (or adjust to State)
May 27	Memorial Day
June 28	Last Day of School

This represents the tentative calendar for the first year of operation.

### SCHOOL DAY SCHEDULE

7:00-8:00	Before School Child Care for Students (Fee-Based)
7:45	School Open for All Students
8:00	School Day Begins (Kindergarten is full-day)
8:00-11:30	Core Curriculum: Reading: Socratic Seminar, Phonics Writing Workshop, Spelling, Editing Mathematics Hands-on Science
9:00&10:15	Morning Breaks
11:30-12:00	Lunch
12:00-3:30	Paragon Curriculum Social Studies, History, Literature, Philosophy, Science, Visual and Dramatic Arts, Film Making, Music and Physical Education integrated in conceptual monthly themes organized around the chronological history of great ideas.
1:15 & 2:30	Afternoon Breaks
3:45-4:45	After-School Tutorials (Free if prescribed by the teacher)
3:30-6:00	After-School Child Care (Fee-Based)

### Characteristics:

1. Morning instruction in the core curriculum disciplines will not be disrupted for announcements, pull-out programs, etc.
2. All breaks will be scheduled to minimize interruption of student work.
3. All teachers, including specialists in Music, Spanish, Physical Education will be trained to participate in Socratic Seminars in the morning session Reading and Language Arts program to reduce teacher to student ratios.
4. All students will receive interdisciplinary instruction in the integrated Paragon Curriculum comprising the afternoon session.
5. Teachers will be allotted an average of one-hour daily planning time.
6. Tutorials and after-school instructional programs are free to students who have been referred by teachers. Childcare is fee-based.

- g. Describe any other features of the school's educational plan (including special materials or focus on technology) which will aid the reviewers in understanding the unique nature of the school.

This is included above, in item 6a.

### **Measurable Student Performance objectives**

- 7. What are the specific performance objectives for students and what tools will be used to measure whether students meet or exceed those objectives? For example:
  - a. Describe the school's academic objectives for student learning for the initial three-year charter period and their relationship to the content standards set by the State Board of Education. Indicate the specific measurable performance targets on each objective for each of the initial three years of the charter.

MOT's objectives include higher standardized test scores, steady improvement in the quality of performance-based assessments, improved student attendance, higher graduation rates, superior teacher training, as well as enhanced motivation, satisfaction and morale on the part of students, teachers, parents and community members.

It is our goal that students who attend the Academy for three years will achieve grade-level proficiency as measured by the state assessments. The School will administer the survey instrument for the Iowa Test of Basic Schools (ITBS) (or other nationally recognized assessment test) to all new students within 30 days of the beginning of the school year to establish a "base-line measurement" and then again within 30 days of the end of the school year ("end-of-year measurement"). It is the goal of the Marion T Academy that the average performance on the assessment test will increase by the length of time between the baseline and end-of-year measurements, or that the average percentile rankings for the students on the end-of-year assessment shall have increased from the base-line assessment.

The school day and academic calendar will be extended, resulting in more than five additional years of instruction over the K-12 sequence. Increased learning time allows for greater mastery of curriculum content and for increased exposure to engaging enrichment programs that develop the whole student.

The interdisciplinary, thematic approach integrates all areas of curricula to stress application of knowledge and skills. The unique Paragon Curriculum, which will constitute the afternoon program at the MOT Charter School, generates a school-wide monthly theme for learning, and relies upon a spiraling continuum for each theme (era in the history of ideas). Multiple assessments also encourage students to learn in ways consistent with their individual learning styles, which increases learning opportunities.

Exhibit C includes the Language Arts, Mathematics, Science and Paragon curriculum Standards and Objectives.

- b. Describe the assessment tools that will be used including State assessments and other standardized or performance assessment that may be used. On what timetable will they be used? If relevant, how will these be developed?

As required by law, MOT will participate in the state assessment in each subject area at each grade required by the Department of Education.

In addition to the Delaware Student Testing Program and any other assessments called for by the State of Delaware, MOT Charter School will carry out its own multiple assessment program characterized by the following:

- Pre- and post-tests (e.g. ITBS) to all students as set forth above
- Criterion reference tests in Reading/Language Arts, Mathematics, Science, and Social Studies
- Student report cards (3 times per year)
- Parent Satisfaction Survey Concerning Classroom Instruction and School Climate (annually)
- Authentic assessments using portfolios—print and videotape

These tests will be used to evaluate the effectiveness of the school's educational program in helping the students achieve desired outcomes, and in measuring student performance relative to national norms.

### **Portfolio and Performance-Based Assessment**

**Portfolios:** MOT Charter School will rely heavily on student portfolios. These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These portfolios will include a variety of student work samples, along with observations and evaluations of student learning and performance by the student, peers, school staff and parents.

**Performance-based assessments:** These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. Each **Human Era** curricular unit will culminate in a collaborative video portfolio production. Children can elect to perform a programmed reading (i.e. Greek tragedy and comedy) or to design a documentary report (i.e. "A Day in the Life of a Medieval Knight.")

**Documentary assessments:** These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction. These methods of assessment are connected to students' lives and learning experiences and represent the real-world challenges they will face.

In addition to authentic assessment strategies, more traditional teacher-developed tests will also be used.

Rubrics for a sample Paragon Unit are attached in Exhibit C as an example of the above assessments.

- c. How will student evaluation information be used to improve student performance?

The results of the Delaware assessments and ITBS will be reviewed by teachers and administrative staff to determine the effectiveness of instruction with concurrent suggestions for improvement in methodology or curricular strategy.

Multiple formative tests will be devised using the professional judgment of individual teachers as they relate to the performance objectives and standards of the curriculum.

Test results will be used as a basis for measuring individual student progress and performance.

The academic program for MOT Charter School is designed to facilitate numerous learning strategies. Thus, the methods of student assessment will be varied in order to align with instructional approaches and individual learning activities in a given area. However, equal emphasis will be placed on mastery of “the basics” and on authentic assessment.

MOT Charter School will conduct on-going student assessments to collect qualitative and quantitative data to benchmark school performance against national and international standards. Additionally, to verify that its students are mastering core competencies, MOT will administer all standardized achievement testing required by the State.

The MOT Charter School will offer students the vital opportunity to display their depth of learning through assessment methods beyond traditional paper and pencil tests. MOT tries to make its educational program and authentic assessment practices responsive to Howard Gardner’s work on multiple intelligences. The use of technology as an integral tool for learning, and extensive exposure to the arts have proven highly successful in raising the interest and achievement of at-risk students.

In addition to instilling in students enthusiasm for learning, eagerness for academic challenge and passion for excellence, MOT Charter School will also promote in students a sense of personal accountability and a determination to be good citizens at school and in the community.

MOT will provide an academic village of SchoolHouses, comprised of all grade levels, in which children can develop their intellectual, social, psychological and vocational capabilities. MOT School will hold students to rigorous standards of academic and personal achievement and will provide the support necessary to assist them in fulfilling the full range of their respective intelligences.

- d. What actions will be taken when students do not meet performance expectations?

The ongoing assessment set-forth above, allows us to adjust students’ individualized programs under the New Century tutorial program.

These assessments will be used in a variety of ways notably to improve classroom techniques, strategies, and methodologies.

Students who are having difficulty keeping up with their classmates will be provided intensive tutorials before and after school to keep them on a “level playing field” with their peers. The New Century program provides parents, teachers and students with instantaneous information on a student’s performance in basic skills and suggests instructional activities to overcome deficiencies in performance.

- e. How will the school meet the school accountability requirements of the Delaware Accountability Act of 1998?

MOT Charter School’s Board of Trustees and Parent Committee will develop a school improvement plan that will be reviewed by the public prior to Board approval. The plan will include the provisions of Section 14—Accountability. MOT Charter School plans to achieve, at a minimum, “Accredited” status after two years of baseline data.



## Admission Policies and Procedures

8. What is the plan (including timetable) to be used for recruiting students? How will the school recruit a sufficient number of students to be financially viable?

The MOT Charter School will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Delaware for admission to a public school is qualified for admission to MOT. If more students submit applications by March 1, 2001 than can be accommodated by the school's capacity—class, grade, or building, a lottery will be held to enroll students.

October, 2000-February, 2001:

Public relations will be a strong part of the marketing program of MOT Charter School. We will draft a press release based on the highlights of MOT's high tech-humanities approach and distribute it to the media. We will hold enrollment meetings in Middletown, Odessa, Townsend and the Southern New Castle County area.

We will send letters to the HR director of major local corporate employers, outlining MOT's benefits to their employees—especially emphasizing summer programs and after school care. Our purpose in writing to these companies will be to get access to their employees for marketing the program. For the smaller companies we will create a flyer regarding the school or send a fax—or both. MOT Charter School will make presentations to the Chamber of Commerce and Realtors in the area. MOT Charter School will hire an independent public accounting firm to conduct a lottery, if it is necessary.

MOT will develop marketing materials that speak to parents' inquiries as to why they should enroll their child in the MOT Charter School.

The Charter School will hold its open houses for prospective students, parents and community supporters. Refreshments and a carnival atmosphere will attract families to the exhibit of educational programs to be featured at the new MOT Charter School.

We will display curriculum materials and will provide educational family entertainment. We will conduct Parent Seminars, featuring educational experts addressing topics such as: "The Basics and Beyond: How to Spark Creativity to Make Learning Come Alive" and "Reading + Writing + Arithmetic + Art = Results: Teaching to Multiple Intelligences." These provocative Parent Seminars will be open to the community at large, free of charge.

The Charter School will hold a Grand Opening for prospective families and for community and corporate supporters.

9. What is the plan for selecting students if more students seek admission than space allows?

The initial enrollment phase will be completed on March 1, 2001. In instances where a lottery is utilized for admission purposes, lottery practices will include the following:

- When a parent draws the name of one child, any sibling of that child who has applied to the school will also be admitted.
- A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year.

10. State law prohibits charter schools from limiting admissions except for a limited number of circumstances which are specifically permitted by Del. C., Title 14, Section 506. Which, if any, preferences authorized by this statute does the school propose to use?

N/A

11. How will the school accommodate at-risk and special education students?

The MOT Charter School program will ensure the necessary supports for at-risk students. The SchoolHouse model allows for a smaller, more intimate school within a school, and the interdisciplinary Paragon Curriculum teaches to the multiple intelligences, while building invaluable cultural literacy in an active and engaging manner. The school's rich, integrated use of technology enables us to custom-tailor our school-wide program to our students' unique skills and interests. The integrated high-tech/humanities approach encourages all students to realize their full potential, whether their needs are traditionally categorized as "at-risk," "disabled," "ESL," or "gifted and talented." MOT Charter School exposes students to the hands-on learning experiences that make a world of difference for those who are "at-risk" of academic failure.

MOT Charter School will review IEPs with incoming students. If parents and Special Education staff concur that a student's IEP is appropriate for his/her special needs, we will implement the program as outlined. If parents and Special Education Staff believe that an IEP should be amended, we will consult with outside specialists, as indicated by a specific student's special needs, to develop a new IEP that will best serve that student.

MOT Charter School will not establish student admissions criteria that would discriminate on the basis of race, socio-economic status, English language proficiency, special education disability or academic achievement level. When making educational placement decisions, we will ensure that parents are members of the group making these decisions and are subject to the requirements regarding provision of the least restrictive environment. MOT will follow all other guidelines issued by the Delaware Department of Education. If a child with an IEP (Individualized Educational Program) at a public school enrolls in our school, we will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with IDEA. They will be subject to annual revision, but may be revised at will, if warranted.

#### Provision of Special Education Services

MOT Charter School will fully comply with federal laws and regulations governing children with disabilities, particularly the Individuals with Disabilities Education Act (IDEA), as follows:

1. MOT is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) to require special designed instruction.
2. MOT will ensure that children who are suspected of having debilities are properly evaluated by a multidisciplinary team, which is acceptable to the Delaware Department of Education, and that children who have already been identified are re-evaluated by the multidisciplinary team at established intervals required by IDEA.

3. When a multidisciplinary team determines that a special education student requires specially designed instruction, MOT will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually.
4. MOT will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
5. MOT will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
6. MOT will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, the charter school where these students are enrolled is solely responsible for providing educational services during that period of exclusion from school.
7. MOT School will fully comply with any and all requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Second 504 of the Rehabilitation Act.

### **Administrative/Management Operations**

#### **12. Governance: Board of Trustees**

- a. What will be the roles and responsibilities of the Board of Trustees?

The Board shall have and exercise the corporate powers prescribed by the laws of the State of Delaware. The essential function of the Board shall be policy making, the assurance of sound management and active participation in the provisions of necessary funds. The Board has ultimate responsibility to determine general, academic, financial personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals.

Process for making executive decisions:

The Board will meet on a regular basis to make major policy decisions. The Chief Administrative Officer (CAO) will be empowered to make executive decisions in line with the school's policies and procedures.

Required Management Organization for the Board:

An affirmative vote of a majority of the members of the Trustees of the Charter School, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- School Calendar
- Adopting textbooks
- Appointing or dismissing Charter School administrators
- Adopting the annual budget
- Purchasing or selling of land
- Locating new buildings or changing the locations of old ones
- Creating or increasing any indebtedness
- Adopting courses of study
- Designating depositories for school funds

Entering into contracts of any kind where the amount involved exceeds \$200  
Fixing salaries or compensation of administrators, teachers, or other employees of the Charter School.

Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.

- b. How will new Board members be recruited and prepared to fulfill their responsibilities?

Community meetings will be held for this purpose. Guidelines and qualifications are as follows:

Necessary qualifications of Trustees:

- Bona fide resident of the State of Delaware
- Interest and experience in public education
- Commitment to mission and beliefs stated in the Charter

Public notice will be given of vacancies on the Board. Interested individuals will be given an opportunity to apply for appointment to the Board. The Board will review applicants for each vacancy and recommend a candidate for each vacancy that exists on the Board after the initial Board has been appointed.

- c. What will the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage the school? If there are plans to contract with an outside agency, identify the group and describe the relationship between the group and Board of Trustees, and outline the services the outside group will be providing. If an outside group is used to managed the school, a copy of the proposed management agreement with that group will be required at a future date.

The school will be managed by the Chief Administrative Officer ("CAO"). The CAO will supervise the Curriculum Implementation Facilitator (CIF), Instructional Technology Coordinator (ITC), Teachers, Teachers' Aides, Secretary and Bookkeeper. The Board of Trustees will contract with Mosaica Education, Inc. to provide instructional, administrative and other services.

Mosaica Education, Inc. (MEI) is a company that manages public schools at current district spending levels, either under contract with local school districts or funded directly by states under charter school laws that permit private management. MEI currently manages eight operating charter schools in three states, with four additional charter schools authorized and scheduled to open in the fall of 2000.

Following below is a summary of the educational and administrative services provided to a charter school through a management agreement that typically runs concurrent with the term of the charter granted by the authorizing agency.

**A. Educational Services.**

For the term of the Charter, Mosaica Education, Inc. (MEI) would provide to the MOT Charter School and its students the following educational services:

- Curriculum. The Paragon™ Curriculum and curriculum development;

- Instruction. Instructional services and personnel, including the principal, teachers and support staff;
- Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools;
- Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs; and
- Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter School as agreed to from time to time between MEI and the Board of Trustees.

The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the MOT Charter School, as adopted by the Board of Trustees and as provided for in the Charter.

#### **B. Administrative Services.**

For the term of the Charter, MEI would provide to the MOT Charter School the following administrative services:

- Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services;
- Facility Operation and Maintenance. Operation and maintenance of the charter school's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
- Business Administration. Administration of all business aspects of the charter school;
- Transportation and Food Services. Provision of transportation and food services for the students enrolled at the charter school, as required by the Board;
- Public Relations. Any and all advertising and public relations with the community and the media;
- Budgeting and Financial Reporting.
- Maintenance of Financial and Student Records.
- Admissions. Implementation of the Academy's admission policy;
- Student Hearings. Administration and enforcement of student disciplinary and special education;
- Semester Reports. MEI will provide to the Board on a semester basis (or more often if necessary for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing (A) the school students' academic performance, and (B) MEI's performance of the Educational Services and Administrative Services;
- Rules and Procedures. MEI will enforce the rules, regulations and procedures adopted by the charter school not in direct conflict with the management agreement, the Charter, the Code and other applicable laws and regulations. MEI will recommend rules, regulations and procedures applicable to the charter school and its students; and
- Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the charter school.

The Administrative Services will be provided in accordance with the Educational Program and the management contract.

- d. How will teachers and parents be involved in the decision making at the school?

Extensive pre-service and in-service training, combined with timely and consistent teacher performance evaluations will ensure that teachers and administrators enjoy a productive and communicative relationship.

Research and common sense indicate that children who have active parent involvement in their education perform well in school. Parents who apply for admission of their children to MOT Charter School will know that they are expected to be actively involved in their child's education at home and at school. To the extent allowed by law, parents will be required to participate in their child's education at school.

Parents will take an active role in decision-making with regard to the education of their individual child(ren) through contracts to be designed by teacher, parent(s) and student. Parents will also contribute to policy-making decisions through the input derived from an annual Parent Satisfaction Survey Concerning Classroom Instruction and School Climate.

### 13. Staffing

- a. What is the proposed size of staff that the school will have in each of its first three years of operation?

First year: 41

Second year: 44

Third year: 47

- b. List the staff positions and indicate the full-time equivalent for each position for the first year of school operation.

Chief Administrative Officer (Principal), 1

Curriculum Implementation Specialist, 1

Instructional Technology Coordinator, 1

Clerical, 2

Teachers, 18

Guidance, 1

Teacher assistants, 10

Custodian, 2

Special Education, 2

Spanish Teacher, 1

Physical Education, 1

Music Teacher, 1

- c. What is the plan for having certified special education teacher(s) available for students with disabilities?

MOT Charter School will provide Special Education Staff. MOT will review IEPs with incoming students. If parents and Special Education staff concur that a student's IEP is appropriate for his/her special needs, we will implement the program as outlined. If parents and Special Education Staff believe that an IEP should be amended, we will consult with outside specialists, as indicated by a specific student's special needs, to develop a new IEP that will best serve that student.

- d. What will be the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff?

The Chief Administrative Officer (CAO) will supervise the Curriculum Implementation Facilitator (CIF), Instructional Technology Coordinator (ITC), Teachers, Teacher Aides, Secretary and Bookkeeper, and other support services that may be provided through Mosaica's own employees or through service contracts for such services as psychological services, Special Education resource services, custodial care, maintenance, and food service. The timeline for hiring is in Section 18, Start-Up Activities.

Following are job descriptions for the Charter School teachers, CAO, Curriculum Implementation Facilitator (CIF), Instructional Technology Coordinator (ITC), teachers' aides, and school secretary.

### TEACHER

**QUALIFICATIONS:** Demonstrated competence as a Reading and Language Arts teacher, demonstrated competence in all areas of content responsibility, computer literate, respected as a student and as an individual, excellent verbal and written expression, strong interpersonal skills

**REPORTS TO:** CAO

**SUPERVISES:** Students, Volunteers, Assigned Support Staff, and Code of Student Conduct

**JOB GOAL:** To provide students with a first class learning experience which contributes to their development as enlightened and responsible citizens and as leaders in their communities

**PERFORMANCE RESPONSIBILITIES:**

1. Shares a commitment to the success of the mission, goals, and objectives of the Charter School
2. Accepts responsibility for the achievement of students
3. Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students
4. Demonstrates effective planning and organization for instruction
5. Selects appropriate materials for implementation of the Paragon Curriculum and adapts materials and methods to learning styles and abilities of students
6. Uses creative instructional methods and procedures and adapts effectively to unusual situations
7. Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles
8. Uses resources effectively to support learning activities in the classroom, the school, and the community
9. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences
10. Works cooperatively with parents and generates parents' confidence in the teacher

11. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations
12. Promotes good citizenship through actions as role model
13. Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship
14. Participates in the development of policies and regulations that affect instruction and conditions for success
15. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications
16. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school
17. Conducts himself or herself according to professional, ethical principles.
18. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships
19. Shares responsibility for marketing the Charter School in the community
20. Displays personal qualities which reflect favorably upon the individual, the group, and the school
21. Displays pride in being a teacher and a member of the Charter School team
22. Assumes other responsibilities assigned by the CAO

#### CHIEF ADMINISTRATIVE OFFICER (CAO)

**QUALIFICATIONS:** Master's degree, minimum three years outstanding experience in an education leadership position, superior written and oral communications skills, well respected as an education and community leader, exemplary human relations skills

**SUPERVISES:** All school staff and students

**JOB GOAL:** To provide school leadership to ensure excellence in teaching and learning, community support, and efficiency in operation.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Provides instructional leadership and excellent student achievement results through focus on the four basic element of curriculum, instruction, performance, and evaluation
2. Shares responsibility for development and implementation of the school's strategic plan
3. Communicates Board Actions to staff, students, and parents
4. Develops policy recommendations for the Board's consideration and action
5. Files required reports with local, state and federal education agencies, Board of Trustees
6. Maintains administrative records according to the Delaware Public School Code
7. Implements school budget, analyzes and controls expenditures with an understanding of the relationship between the instructional program and the budget process, and relies on cost benefit analyses for budgetary decisions
8. Prepares schedules, assigns staff, sets job performance standards, and evaluates staff
9. Generates public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program



10. Develops a Code of Student Conduct which defines responsibilities of administrators, teachers, parents, and students and which creates a safe, secure school for learning
11. Represents the Charter School at local, state, and national events
12. Develops effective staff and professional development programs that match school goals and individual goals to improve performance and model continuous professional improvement
13. Uses technology effectively for administrative, instructional, and communications functions
14. Demonstrates adeptness with the Paragon Curriculum and monitors its proper implementation and assessment
15. Schedules the use of time to protect academic subject blocks from disruptions to ensure effective and efficient use of time
16. Knows school law, including the implications on the educational program and on liability, keeps abreast of developments and consults with the Board members in times of uncertainty
17. Carries out marketing plans to attract students to the Charter School
18. Participates in local and state Principals' associations
19. Serves as a role model who acknowledges through actions and behaviors, the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose
20. Provides ethical leadership within the intellectual, cultural, economic, political, and governmental context in which the school operates
21. Assumes other responsibilities assigned by the Management Company

#### CURRICULUM IMPLEMENTATION FACILITATOR (CIF)

**QUALIFICATIONS:** Graduate degree in Social Sciences or Humanities, valid teacher certificate, demonstrated competence as a Reading and Language Arts teacher, Social Science and Humanities teacher, Media Resource Specialist and Teacher trainer. Demonstrated mastery of all areas of content responsibility, computer literate, respected as a leader, a teacher of teachers and as an individual. Exemplary verbal and written expression, strong interpersonal skills. Experience with oral history, or the performing arts.

**REPORTS TO:** CAO

**SUPERVISES:** Instructional Program Implementation in Language Arts and Paragon, Teacher Instruction.

**JOB**

**GOAL:** To provide teachers with an exemplary ongoing professional development program experience which contributes to their development as informed, responsible and accountable educators and as leaders in their classrooms.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Shares a commitment to the success of the mission, goals, and objectives of the Charter school.
2. Accepts responsibility for the successful implementation of the School's Program and for the achievement of students.
3. Assumes responsibility for coordinating and reporting monthly teacher feedback surveys on Paragon Curriculum to the Director of the Curriculum Design Team.

4. Experience mapping and implementing curriculum
5. Resource specialist for Multimedia Center and Hands-on History. Experience with oral history, or the performing arts. (Creates a Multimedia Display for each Paragon Unit.
6. Assumes responsibility for Parent Education at Paragon Programs, scripting transitions between student performances and providing narrative historical context and review of what students have learned during the time period studied.)
7. Excellent research and communication skills, including Internet research proficiency, working knowledge of MSWord and educational software.
8. Guides the teachers' learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
9. Leads teachers in effective planning, curriculum mapping and organization for instruction.
10. Selects appropriate materials for implementation of the Paragon Curriculum and guides teachers in adapting materials and methods across the curriculum to the learning styles and abilities of individual students.
11. Uses creative instructional methods and procedures and adapts effectively to unusual situations.
12. Motivates teachers to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
13. Organizes resources effectively to support learning activities in the classroom, the school, and the community.
14. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
15. Works cooperatively with parents and generates parents' confidence in the teacher and instructional program.
16. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
17. Promotes good citizenship through actions as role model.
18. Provides a school culture based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
19. Participates in the development of policies and regulations that affect instruction and conditions for success.
20. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications.
21. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
22. Conducts himself or herself according to professional, ethical principles.
23. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
24. Shares responsibility for marketing the Charter school in the community.
25. Displays personal qualities that reflect favorably upon the individual, the group, and the school.
26. Displays pride in being a member of the Charter School Leadership Team.
27. Assumes other responsibilities assigned by the CAO.

EVALUATED BY: CAO.

## INSTRUCTIONAL TECHNOLOGY COORDINATOR (ITC)

**QUALIFICATIONS:** Math, Science, or MIS degree, valid teacher certificate, demonstrated competence as a Math and Science teacher, Educational software resource specialist, Excellent research and communication skills and Teacher trainer. Demonstrated mastery of all areas of content responsibility, respected as a leader, a teacher of teachers and as an individual. Exemplary verbal and written expression, strong interpersonal skills. Experience troubleshooting Windows based computers, peripherals, and video equipment.

**REPORTS TO:** CAO

**SUPERVISES:** Teacher training in technology, Successful technology integration throughout the curriculum and in administrative organization.

**JOB GOAL:** To provide teachers with an exemplary ongoing professional development in math and science instruction and in technology integration across the curriculum which contributes to their development as informed, responsible and accountable educators and as leaders in their classrooms

### **PERFORMANCE RESPONSIBILITIES:**

1. Shares a commitment to the success of the mission, goals, and objectives of the Charter school.
2. Accepts responsibility for the successful implementation of the School Program and for the achievement of students.
3. Coordinates the New Century software tutorial program.
4. Specialist in educational technology integration across the curriculum.
5. Responsibility for assessment/accountability school-wide in Math and Science.
6. Exemplary research and communication skills, including Internet research proficiency, knowledge of MSWord and educational software.
7. Adept at developing graphic arts design work for Curriculum mapping, Graphic Organizers, etc.
8. Leads teachers in effective planning, curriculum mapping and organization for instruction in mathematics and science.
9. Assists the Design Team and the CIF in identifying exceptional educational software support for implementation of the Paragon Curriculum .
10. Uses creative instructional methods and procedures and adapts effectively to unusual situations.
11. Motivates teachers to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
12. Organizes resources effectively to support learning activities in the classroom, the school, and the community.
13. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
14. Works cooperatively with parents and generates parents' confidence in the teacher and instructional program.

15. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
16. Promotes good citizenship through actions as role model.
17. Provides a school culture based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
18. Participates in the development of policies and regulations that affect instruction and conditions for success.
19. Uses technology masterfully for instruction, record keeping and other administrative tasks, and communications and trains faculty and staff in the area in pre-service and in-service training sessions.
20. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
21. Conducts himself or herself according to professional, ethical principles.
22. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
23. Shares responsibility for marketing the Charter school in the community.
24. Displays personal qualities that reflect favorably upon the individual, the group, and the school.
25. Displays pride in being a member of the Charter school Leadership Team.
26. Assumes other responsibilities assigned by the CAO.

EVALUATED BY: CAO.

#### TEACHERS' AIDE

REPORTS TO: CAO or Classroom Teacher

1. Provide assistance to classroom teachers—especially with direct student instruction as determined by the teacher.
2. Assist in managing student behavior in playground, cafeteria, and hallways.
3. Provide clerical assistance in both the classroom and in the office as needed and assigned.
4. Provide general assistance for meetings, assemblies, fairs, productions and other special events.
5. Perform any assigned functions as directed by CAO or classroom teacher.

EVALUATED BY: CLASSROOM TEACHER AND/OR CAO.

MOT will begin recruiting quality teachers and administrative staff 2/15/2001.

- e. Will the school hire Delaware certified teachers? Will any non-certified teachers be hired? If non-certified teachers will be hired, what will be the procedures to ensure that the non-certified teachers are participating in alternative certification programs if available?

Of the teachers employed, a minimum of 65% will be certified. Non-certified teachers will be required to obtain certification within 24 months of employment. Teacher's aides will preferably hold an Associate's Degree and as a minimum, will have a high school diploma.

- f. What will be the teacher/student ratio of the school?

Class size will be limited to no more than 25 students.

- g. What will be the human resource policies governing salaries, contracts, hiring, and dismissal?

MOT will be an equal opportunity employer. Employees will be employed on an “at will” basis. The Board will hold an annual assessment of the individual Performance Pay Plans for Administrators and Teachers.

- h. If the school plans to operate outside of state benefit and retirement systems, what benefits will the school offer its employees (including insurance and retirement?)

#### Retirement and Health Insurance

All employees will be able to enroll in the Public School Employees’ Retirement System. All employees will be offered health care benefits similar to the health care coverage offered to employees of the local school district.

#### Time Off

Employees will accrue sick leave at the rate of ½ day per month, i.e. ½ of their normally scheduled daily hours of work per month, and will accrue additional leave to be used for discretionary leave or for bereavement leave for the deaths of parents, spouses, siblings and children at the rate of an additional ½ day per month.

Time off pay for hourly and salaried employees will be equivalent to the pay such employees would have received for the hours they are normally scheduled to work during their time off from work. Time off is not counted towards hours worked for purposes of calculating overtime. Employees who resign or are terminated for any reason during their employment will not receive payment for earned unused time off benefits. Time off benefits will not accrue while an employee is on leave of absence, unless otherwise required by state law.

If a holiday falls during an employee’s scheduled time off, the employee will receive holiday pay for that holiday. If the employee is eligible for such pay, he/she will not be charged for time off benefits for that day.

#### Sick Leave

Employees may use accrued sick leave to receive pay for absences due to illness, injury, disability or conditions requiring treatment by a health care practitioner. Employees should request such leave in writing thirty (30) days in advance. If this is not possible, employees should give as much advance notice as reasonably possible. Where an employee uses three (3) or more days of sick leave, the employee will be required to provide a statement from their health care practitioner, on a form provided by MOT – or containing information substantially identical to that required on the form, stating, among other things, the necessity for the sick leave requested. MOT may also require employees using sick leave of three (3) or more days to provide the School with the note of a health care practitioner authorizing the employee’s return to work. At the end of the academic year, employees will be reimbursed \$5/hour for every hour of unused accrued sick leave. Sick leave may not be carried over from one year to the next.

#### Discretionary Leave and Bereavement Leave

Employees may obtain bereavement leave in advance of its accrual. However, if an employee terminates his/her employment with the Company before the borrowed leave is accrued, the amount of such leave will be deducted from the final paycheck. Discretionary leave bereavement may not be carried forward from year to year.

The granting of requested sick leave, discretionary leave, or bereavement leave will be solely at the discretion of MOT, taking into consideration the reason for the leave, the needs of the School and other relevant circumstances.

- i. What professional development activities/opportunities will be made available to teachers and other staff?

All teachers in the MOT Charter School will be trained to teach Reading and Language Arts and to use technology for instruction, assessment, data management, and communication. Teachers will be talented communicators, purveyors of content knowledge, and professionals trained in effective pedagogy.

#### Teacher in-service education

In-service education in the MOT Charter School will be customized to the population of students and to the Paragon Curriculum. MOT training will also be on-going and connected. This contrasts to the more general approaches to in-service education prevalent in school districts which arises from less focused missions, goals, and objectives.

A recent Rand study reveals that new teaching strategies can require as extensive a period as 50 hours of instruction, practice, and coaching before teachers become comfortable with them.

The widespread use of technology in the MOT Charter School requires extensive teacher training. MOT is committed to providing the depth of pre-service and in-service training necessary to ensure exemplary teaching practices.

#### 14. School Accountability

- a. What methods of internal evaluation will be used by the staff to ensure that the school is meeting its stated mission and objectives?

The procedure and method for the internal evaluation/audit of the Charter School's programs will be generated by the mission of MOT Charter School and by the State Department of Education. The audit practices should begin with the educational program design and then test the success of the school's total program by identifying, collecting, analyzing, reporting, and using pertinent information for each program's future. Results of the audit will determine program refinement, program revision, or program elimination.

Data utilized for the audit and subsequent program decisions will include such information as the following:

1. The Delaware Department of Education for meeting and achieving Delaware Standards.

2. Meeting or exceeding all content standards outlined by the Department of Education, as these standards become available.
3. Iowa Test of Basic Skills, or other standardized tests used in the State, in Reading/Language Arts, Mathematics, Science, and Social Studies for insight into our students' preparation assessment tests and for knowledge of our students' achievement, relative to other students in America
4. Parent Satisfaction Survey Concerning Classroom Instruction and School Climate (Annually)
5. CAO's Evaluation of Staff (Individual and Summary Report to Board of Trustees Annually)
6. Student Report Card (three times per year)
7. Assessment of Performance Pay Plan for Administrators and Teachers (Annual Report to Board of Trustees)
8. The Department of Education shall have ongoing access to the records and facilities of the school to ensure that the Charter School is in compliance with requirements for testing, civil rights, and student health and safety.

b. How will the teachers and staff be evaluated?

Instead of having a different teacher every year, students in the MOT Charter School will progress through grades K-2 and 3-5 with the same teacher, a practice referred to as primary care teaching. Primary care teaching provides advantages for children, including a personalized student-teacher relationship, longitudinal teacher accountability for student achievement, and open communications between parents and teachers.

Teachers and administrators will be expected to subscribe fully to the mission, goals, and objectives of the MOT Charter School. Teachers will be on annual at-will performance-based contracts. MOT faculty will subscribe to a "performance pay plan," whereby compensation is linked to student performance.

The CAO will submit Individual and Summary Evaluation Reports of Staff to the Board of Trustees annually. The Board will also hold an annual assessment of the individual Performance Pay Plans for Administrators and Teachers.

c. How will the school be held accountable to the parents of children at the school?

Each child will have an individualized personal learning plan, jointly developed by the student, parent(s), and teacher. The learning plan outlines goals, details learning exercises and charts progress toward immediate and long-term improvement in student performance. This plan is created and maintained on-line, serving as a real-time report card and permitting highly reliable monitoring of student performance. The plan also affords easy retrieval of attendance, test and progress data.

The exemplary diagnostic and prescriptive software from New Century will enable MOT to custom-tailor our curricular materials in Language Arts and Mathematics to students' individual needs, and to monitor their progress. The New Century program provides parents, teachers and students with instantaneous information on a student's performance in basic skills and generates instructional assignments to promote proficiency in areas of weakness.

MOT will administer an annual Parent Satisfaction Survey Concerning Classroom Instruction and School Climate.

- d. What internal controls will be used for budgets and financial records?

The school budget will be prepared by Mosaica Education, Inc., and will be subject to approval by the Board of Trustees. Financial Statements, showing budget compliance, will be prepared on a monthly basis, and distributed to all members of the Board. Financial statements will be audited by a CPA firm licensed in Delaware.

All records will be maintained by administrative and clerical staff on school property. All information required to be disseminated to the general public, will be as so required by law.

15. What is the plan for facilities to accommodate all the students for which the charter is being sought?

- a. Where will the school be located?

The school will be located in the Middletown-Odessa-Townsend area of Southern New Castle County, Delaware in an acceptable building renovated for this school, or a new building constructed for the school.

- b. If a site has been identified, describe the site and how it will be suitable for the proposed school. Will the site be purchased or leased? When will the school's Board of Trustees have direct control of the site?

The site has not been identified. When a site is identified, improvements will be made to be in compliance with applicable building and safety codes and ADA. Mosaica Education, Inc. will make all necessary improvements to the property and will lease it to MOT Charter School. Improvements will be completed before June 30, 2001 and certificate of final occupancy will be submitted to the Department on or before July 1, 2001.

The facility will accommodate the first three years enrollment. The property will be large enough to cover future growth and additional classrooms should the charter be extended additional years.

- c. Are the facilities in full compliance with all applicable building codes for public schools and are they accessible for special needs students? If the site needs renovation, describe how the facilities will be renovated.

Improvements will be made to be in compliance with applicable building and safety codes and ADA. Mosaica Education, Inc. will make all necessary improvements to the property, which will be completed before June 30, 2001 and certificate of final occupancy will be submitted to the Department on or before July 1, 2001.

- d. What funds will be needed to acquire (purchase or lease) the facilities and ready them for school opening? What are the plans for obtaining these funds?

The necessary financing will be arranged by Mosaica Education, Inc.

16. What is the plan for transporting students to and from school?



- a. Will the school provide transportation or will the local district be asked to provide transportation for the school's students? Describe the plan for providing transportation to all eligible students.

The MOT Charter School will utilize a private contractor for student transportation. The contractor will be selected through a public bid process and shall be required to meet all the standards and requirements of transportation contractors established by Delaware laws and regulations.

Transportation will be provided to students in grades K-6 who reside in the district and live one mile or more from the school. In the third year and in the event that the charter school expands to include grades 8-12, transportation will be provided to students in grades 7-12 who reside in the district and live two miles or more from the school.

The charter school reserves the right to expand transportation services to students in K-6 who live closer than one mile to the school and for students K-7 who live closer than two miles to the school, if warranted by safety considerations.

- b. How will students who reside outside the district in which the school will be located be transported to the school?

The charter school's contract with a private provider will include provisions for eligible students who are not residents of the school district where the MOT is located. School bus routes will be established for such eligible students who reside within five miles of the school district boundary in which the charter school is located. For eligible students enrolled in the school who live more than five miles from the school district boundary in which the charter school is located, transportation will be provided to and from bus stops along the established bus routes mentioned above.

- c. How will special needs students be transported?

Special needs students will be transported in accordance with the requirements of State and local district(s) in which the students are located.

## 17. School Meals

Describe the plan for providing meals to students.

MOT intends to provide an on-site kitchen for food preparation. The Charter School will contract with a local quality food service provider to cook the meals. Free and reduced meals will be provided as required by Federal, State, and local code.

## 18. Start-Up Activities

What administrative tasks will be undertaken between approval of the charter and school opening? Describe the tasks, how they will be accomplished, who will accomplish them, and when they will be accomplished.

The Board of Trustees will oversee and Mosaica Education will undertake the following tasks upon approval of the charter:

Site Issues  
Identify site

June 2000

Finalize plans	August 2000
Start construction	October 2000
Complete construction	July 2001
Order Furniture/Materials	February 2001
Delivery of furniture and Materials	July 2001

Admission

Implement marketing and PR strategy	October 2000
Hold enrollment meetings	Oct. 99-Feb. 2001
Hold lottery	March 20
Send admission letters	March 31
Notify State	March 31
Establish wait list	March 31
Request student records	March 31
Roster of students	April 30

Staffing

Hire receptionist	February 2001
Hire CAO	March
Advertise Teachers' positions	March
Start interviewing teachers	April
Extend offers to teachers	June
2-week teacher training	August
First staff evaluation	January 2001
Second staff evaluation	June 2001

Financial Management

Arrange Insurance	Spring 2000
Identify and hire auditor	January 2001
Establish payroll	February
Open account	February
Produce financials reports	Monthly

Special Education Services

Identify students with IEP	May 2001
Acquire records	June 2001
Define services requirements	July-August
Hire/contract with providers	July-August

Food Service

Identify free/reduced lunch	June 2001
Select vendor	June 2001

Health & Safety

Health/safety handbook	February 2001
Send medical forms to parents	April 2001
Check for completeness	June 2001
Identify medical resources	July
Staff first aid training	August
Health and fire inspection	June 2001

## Financial Viability

### 19. Projected Budget

- a. What costs are projected for the twelve month period prior to school opening? What will be the sources of funds to cover these costs?

Please see Budget Worksheets attached as Exhibit D.

- b. Are there plans to conduct any fund-raising efforts to generate startup capital or to supplement the per pupil revenues from the state and local districts? If so, please explain.

MOT Charter School will apply for all relevant state and federal grants and will seek financial support from local foundations committed to excellence in public education.

- c. Will there be other sources of revenue in addition to the state and local entitlements? If so, please identify all other sources of funds?

Please see attached worksheets, Exhibit D.

- d. What will be the budget for the school (please use the attached budget worksheets)?  
Note: state and local revenue estimates may be obtained from the Education Specialist for School Accounts at the Delaware Department of Education, Jerry Gallagher, (302) 739-4664.

See attached Exhibit D.

Please note: The calculation in the attached budget for Other Federal Funding is based on an estimate of \$350 per student in the first year, increasing \$10 per student per year thereafter. Assuming (i) 15% of students will be classified as below the poverty line, and (ii) 15% will require IEPs, federal funding would be approximately \$350 per student.

- e. What will be the back-up plan for the finances of the school if actual enrollment is below the projections presented in this application? What is the minimum number of students the school can enroll each year to remain open?

The minimum number of students for the school to be academically and financially viable in year one would be 250. The reduced revenue would be offset by the reduced expenditures required for less students. We anticipate adding a minimum of 50 students per year (and could add 250 in year two if the initial enrollment was 250). A minimum enrollment for year two would be 300, and for year three would be 350. For more budget information, see attached Exhibit D.

- f. If the school is managed by an outside group(s), what financial arrangements will be made between the Board of Trustees and this group(s)?

Attached as Exhibit E is sample management agreement which specifies the financial arrangements.

Please note: Included in the amounts payable to the management company for "Curriculum & Training" in the "Student Support" section of the budget are the costs associated with the professional development and in-service training to be provided in accordance with this Application; the provision of the Paragon Curriculum; and the

supervision of the implementation and integration of curricular material acquired from other publishers.

- g. If public funds remain at the end of a fiscal year, what will be the disposition of those funds?

Funds will be retained in Charter School reserve account.

## 20. Financial Operations

How will the financial operations of the school (in the areas of accounting, payroll, purchasing, compensation, and benefits management) be managed?

Purchasing procedures will be modeled after the requirements of the Public School Code, but will provide as much flexibility as possible consistent with the need for adequate control and oversight and the need to create and maintain competition for school purchases.

The MOT CAO shall establish a revolving checking account from which he/she will be authorized to spend up to \$500 on any single transaction for the purchase of supplies, materials, instructional aids, educational software, books, transportation and/or tickets for special events. Such a checking account will be established with the signatures of the CAO and the Bookkeeper. The CAO's signature indicates that the expenditure is consistent with the instructional needs of the school and consistent with the guidelines established by the Board of Trustees. The Bookkeeper is authorized to reimburse the account at appropriate times to reestablish the \$2,500 limit out of the general account of the Charter School with receipts documenting each expenditure.

Expenditures in excess of \$500 and up to \$10,000 will only be permitted when sufficient funds remain in the budget and only with three bids made. Such expenditures are authorized by the Board of Trustees, but will require that a summary of such expenditures, the name of the vendor, the amount of the purchase and the purpose of the purchase be submitted to the Board of Trustees at each monthly meeting for ratification.

Expenditures in excess of \$10,000 will require prior approval of the Board of Trustees and a minimum of three bids to ensure competition and advertising where appropriate. The Board of Trustees will develop additional procedures as the need arises.

Required financial procedures: The Treasurer of the Charter shall deposit the funds belonging to the Charter School in a depository approved by the Board and shall at the end of each month make a report to the Charter Board of the amount of funds received and disbursed by him or her during the month. All deposits of Charter School funds by the Charter Treasurer shall be made in the name of the Charter School.

The Board of Trustees of a Charter School shall invest Charter School funds consistent with sound business practice. Authorized types of investments for Charter Schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentality's
- Deposits in savings accounts or time deposits or share account of institutions insured by Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance

Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

Obligations of the United States of America or any of its agencies or instrumentality's backed by the full faith and credit of the united States of America, The State of Delaware or any of its agencies or instrumentality's backed by the full faith of the State, or of any political subdivision of the State of any of its agencies or instrumentality's backed by the full faith and credit of the political subdivision.

Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. \*80a-1 et seq.).

Note: All investments shall be subject to the standards set forth in the Delaware School Code.

The School Treasurer shall settle his accounts annually with the Board of School Trustees for each school year.

An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Board of Trustees shall follow the requirement set forth for School Boards in this section.

- b. Will the school operate within all state administrative and financial systems? If not, what specific procedures have been undertaken to gain approval for alternate administrative and financial services?

A specific memorandum of understanding will be developed and executed by the Board of Trustees for MOT Charter School, the approving authority; the Budget Director, the Controller General, and the Secretary of Finance to assure that the State's fiduciary duties and interests in the proper use of appropriated funds and as benefits and pension trustee are fulfilled and protected, the State's financial reporting requirements are satisfied, and the interests of charter school employees are protected.

### **Legal Liability**

21. What has been done to assess the legal liability of the school, its employees, and the Board of Trustees? What are the various options being considered for liability protection? Describe the types and limits of insurance coverage the school plans to obtain. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware.

Charter school will obtain the following insurance:

(a)	Comprehensive General Liability	\$2,000,000
(b)	Officers and Trustees/ Errors and Omissions	\$ 500,000
(c)	Property Insurance	As required by landlord
(d)	Motor Vehicle Liability	\$1,000,000
(e)	Bonding	
	Minimum amounts: \$25,000	
	Maximum amounts \$100,000	
(f)	Other	\$ 500,000

## **Student Discipline Policies**

### **22. Code of Conduct**

What will be the school rules and guidelines government student behavior? Include a general outline of the student handbook which describes issues of student discipline, student rights and student responsibilities. Describe how discipline will be handled with special education students.

The MOT Charter School will distribute to parents, staff and the governing Board, a Code of Conduct that calls for a partnership in responsibility. MOT is committed to instilling in students respect for the rights of others.

These rules governing discipline and conduct will inform parents, teachers and administrators what is required of students. These adults, along with the Board of Trustees are charged with the responsibility of helping students to develop self-discipline. The MOT Student Code of Conduct delineates the partnership that the school and the larger community share across several broad concepts:

- Environment, which includes the climate of the school.
- Education, which includes preparation and work habits.
- Respect, which includes treatment of others.
- Participation, which includes involvement in school activities; and
- Expression, which includes dress, as well as verbal and nonverbal issues.

The Code of Student Conduct will be distributed to parents and students at the beginning of each school year. The parent, student, and teacher will be required to sign the acknowledgment page which states that the parent understands the Code of Student Conduct, including the consequences of unacceptable behavior by the student. The acknowledgement page also states that the parent has reviewed and explained the Code of Student Conduct with the child, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

The Board of Trustees will demand safe and secure schools for teaching and learning and will incorporate suspension and expulsion statutes into the Code of Student Conduct, including the due process rights that a student attending a public school is entitled to under Delaware law. A student will be expelled for violation of the statute concerning a weapon on school property and will be excluded from attending the MOT Charter School. Additional reasons for expulsion may include drug-related violations, arson, assault and battery, and other serious crimes.

The Code of Student Conduct will make clear to parents their legal obligation to ensure that their children follow their assigned daily schedules unless properly excused by the CAO or his/her authorized representative. Each student shall provide a satisfactory written explanation from his/her parent for any absence from class and for the release of a student from school during the school day. The CAO may at his/her discretion, accept a personal or telephone contact with the parent in lieu of a written excuse for the student's absence. Justifiable absences include those due to illness of the student, death in the family, medical or

dental appointment, observance of a religious holiday, or other reasons deemed acceptable to the CAO.

MOT Charter School will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing. MOT will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law.

## **Health and Safety**

23. What procedures will be implemented to ensure the health and safety of the school's students, staff and guests? What staff (e.g. nurse) will be hired or contracted with to ensure that these provisions will be handled in a satisfactory manner?

The school nurse along with the administrators will be responsible for monitoring all entering students for their health records and ensure that immunizations and TB and HepB screenings are conducted. The nurse will keep all student health records up to date and will participate with any IEPs that deal with medical problems. The school will also contract with a doctor and dentist to make sure that all student medical requirements will be met. The nurse will be available during the day to administer medication, monitor student health, screen for health problems (vision, hearing, etc.) and maintain health records.

MOT Charter School intends to comply with all of the following mandatory safety measures:

- (a) **Immunization of Students:** Every child will be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella. Should the Department of Health and Human Services determine the need for an additional immunization in the interest of public health, the MOT Charter School Charter will work to ensure parent compliance. Every parent, guardian, person in loco parentis and person or agency, whether governmental or private, with legal custody of a child, has the responsibility to ensure that the child has received the required immunization at the mandated age. The school has the responsibility to be certain that parents have met the immunizations' requirements of law.
- (b) **Fire and Safety Regulations:** The MOT Charter School will meet the building (including appropriate fire control mechanisms, for example, fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. The CAO of the school will schedule, hold, and report monthly fire drills. Teachers and students will be informed of fire drill procedures. Exits and fire evacuation plans will be posted in each room and hallways of the building. The school's building will be available for inspection to appropriate officials for regular inspections and for special inspections prompted by a complaint by an interested party. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.
- (c) **Food Inspections:** The MOT Charter School will comply with the regulations promulgated by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products.
- (d) **Hazardous Chemicals:** The Charter School has the responsibility to inform and train its employees properly on the hazardous substances they work with and to design and

put in place employee protection programs. Employee training programs provide necessary hazard information to employees, so they can participate in and support measures in place at school. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all employees.

- (e) **Blood-borne Pathogens:** The school will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). OSHA standards apply to all occupational exposure to blood (human blood, human blood components, and products made from human blood) or to other potentially infectious materials (human body fluids, unfixed tissue from a human, HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV- containing culture medium or other solutions, as well as blood, organs, or other tissues from experimental animals infected with HIV or HBV).

The school will have a written Exposure Control Plan that is accessible to all employees. The Plan will include (1) designations job classifications, tasks and procedures which involve potential exposure, (2) indications of required engineering and work practice controls, and (3) specifications of necessary personal protective equipment. Training to protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- Modes of transmission of blood-borne pathogens
- Identifying hazards
- Prevention through engineering controls
- Handling contaminated syringes, laundry, and biomedical waste
- Proper use of personal protective equipment
- Instituting safe workplace practices and engineering controls
- Hepatitis B vaccine
- Proper "housekeeping" to avoid risks
- Post-exposure reporting



## Assurances

**The Board of Trustees of MOT Charter School assure that, the school will do the following:**

1. Not discriminate against any student in the admissions process because of race, creed color, sex, handicap, or national origin or because of a student's school district of residence has a per student local expenditure lower than another student seeking admission.
2. Not operate in a sectarian manner or include religious practices in its educational program.
3. Participate in the State Assessment Program and meet the requirements for school accountability as described in the Accountability Act of 1998.
4. Manage the school within all state administrative and financial systems listed in Del. C., Title 14, Section 512(9), of if the school plans to operate outside of any listed system it has been specifically noted in this application and the applicant will submit a formal request to the State Budget Office to initiate a Memorandum of Understanding as described in Del. C., Title 14, Section 512(9).
5. Maintain direct communication with other public and nonpublic schools to assure efficient notification and transfers and exchange of records.
6. Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions and order; and operate the program in accordance with the content of the updated and approved charter granted by the Board. The school's Board of Trustees may not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
7. Notify the Department of Education in writing within 30 days when the administrative head or members of the Board of Trustees change.
8. Provide the Department of Education with copies of the policies and by-laws of the school and the school's Board of Trustees and inform the Department when by-laws change.
9. Before September 1 of each year, provide the Department of Education with evidence of the certification status of teachers employed at the school.
10. Employ only staff who have complied with the requirement of having successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.

11. Cooperate fully with the Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
12. Comply with the provisions for performance agreement, as required by the Secretary of Education.
13. Distribute copies of the Department's **Parent Guide to Delaware Charter Schools** to parents seeking to enroll their child(ren) as well as to parents of enrolled children.
14. Conduct all meetings of the Board of Trustees in a manner consistent with the Freedom of Information act, especially the legal requirements of Del. C. Title 29, Sections 10002, 10003, and 10004.
15. Prior to opening the school, include representation the teachers employed by the school and parents of students enrolled at the school on the Board of Trustees, consistent with Del. C., title 14, Section 511(a).

On behalf of the Board of Trustees of MOT Charter School, I agree to these assurances as a condition of the approval of the charter.

MOT Charter School

Name of the Charter School

Robin Lester

Signature of the President of the Board of Trustees

Robin Lester

Robin Lester

Name of the Signer (type or print)

12-27-99

Date of Signature

**Exhibit A**

## FOUNDERS

### **Robin S. Lester**

*Robin Lester is a Fundraising Consultant, working with Republican candidates in Delaware and neighboring states. Beginning with the 1994 Roth Campaign, she has worked for Senatorial and Gubernatorial candidates in Delaware and New Jersey, highlighted by a successful fundraising campaign to return U.S. Senator William V. Roth, Jr., of Delaware, to the Senate in 1994. She is currently Finance Director for the Roth 2000 Campaign.*

*Since 1976, Lester has worked in a variety of volunteer capacities in previous Roth campaigns and for other Republican candidates in Delaware. Lester has extensive fundraising and organizational experience outside of politics, working for community organizations including the Junior League of Wilmington, Child, Inc., the Odessa Women's Club and the Wilmington Friends School, serving two terms as Home and School President.*

*Before leaving to raise a family and pursue volunteer activities, Lester served as Public Relations Director for the American Lung Association of Delaware for five years. A Political Science graduate of the University of Delaware, Lester lives on a family farm in St. Georges with her husband, Ken, and their two teenage daughters, Kate and Sarah.*

### **Kevin Hensley**

*Kevin Hensley is a Realtor with Patterson Schwartz Real Estate and is licensed in both Delaware and Maryland. He has been with Patterson Schwartz three years and over 70% of his business is located in the Middletown-Odessa-Townsend area. He specializes in residential resales as well as new construction. Kevin grew up in the Bethesda, Maryland area and graduated from the University of Delaware with a Bachelors of Arts degree in 1988. He is very involved in the Junior Achievement volunteer program and regularly teaches classes in schools in the Middletown area. Kevin lives in Middletown with his wife, Verna, and their four-year-old daughter, Julia.*

### **Jennifer H. Taylor**

*Jennifer Taylor is a marketing and educational consultant. Her husband, James, currently serves on the Red Clay Consolidated School District Public School Board. They are expecting their first child in the spring. Taylor's college degree*

*was in Political Science Education. She is involved in community service work, and has spent the majority of the past year working on public education reform in Delaware.*

**Lacy and Jennifer Holly**

*Lacy is an attorney with the law firm of Mattleman Weinroth & Miller located in Newark, DE. He is a general practitioner and handles many different aspects of law. He grew up in the Bear, DE area and attended both undergraduate as well as law school in Virginia. His wife, Jennifer, is a graduate of the University of Delaware and has a graduate degree in education. Lacy and Jennifer live in Middletown with their three young children.*

**Exhibit B**

**BYLAWS  
OF  
MOT CHARTER SCHOOL, INC.**

A not-for-profit corporation  
Adopted as of \_\_\_\_\_

**ARTICLE I – POWERS AND FUNCTIONS OF DIRECTORS**

Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the “Board”). The Board has the power to manage the property and business of this corporation (the “Corporation”). The members of the Corporation (the “Members”) shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- i. Adopting the bylaws of the Corporation;
- ii. Determining the general policies and strategic planning of the Corporation;
- iii. Establishing the annual budget and approving major expenditures;
- iv. Selecting projects and approving the overall budget of said projects;
- v. Approving the administrative budget of the Corporation;
- vi. Approving the annual financial statements of the Corporation; and
- vii. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

**ARTICLE II – MEETING OF THE BOARD**

Section 1. Compliance with Delaware Code.

The Board shall conduct its meeting within the State of Delaware as if it were a “public body” as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Act”), including provisions relating to the open meetings requirements of the Act. In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method, which preserves proof of such notice.

## Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of one-third of the voting directors then serving, except as may otherwise be required by law. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

## Section 3. Reliance.

A member of the Board, or of any committee thereof shall, in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

# **ARTICLE III – MEMBERSHIP OF THE BOARD**

## Section 1. Number.

The Board shall consist of up to eleven members. Once the Charter School (the "school") has opened, at least one member of the Board shall be a teacher employed at the School and at least one member shall be a parent of a student enrolled at the School. The initial Board shall consist of four members. However, the number of directors constituting the Board may be reduced as a result of a vacancy or increased upon the election of additional members as provided in Sections 7 and 5, respectively, of this Article III.

## Section 2. Eligibility.

The directors of the Corporation shall be the only Members of the Corporation and, upon ceasing to be a director, any such person shall cease to be a Member. The election of a director as provided in these bylaws shall likewise serve to elect such director to membership in the Corporation.

## Section 3. Voting Rights.

Each director shall have one vote.



#### Section 4. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

#### Section 5. Election and Term.

The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. Directors shall, in their discretion, elect additional eligible directors pursuant to an affirmative vote of a majority of all the directors of the Corporation, provided that the limit on the number of directors set forth above in Section 1 of this Article III shall not be exceeded. Once selected, a director shall remain a director until the director's resignation or incapacity.

#### Section 6. Chair of the Board

The Board shall elect, at its original meeting and each annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the next annual meeting of the Board and until elected and qualified or until his or her earlier resignation or removal by act of the board. The Chair shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board.

#### Section 7. Vacancies.

Any vacancy on the board shall reduce the number of directors constituting the whole Board and the number of duly elected and acting directors until such time, if any, as an additional eligible director is elected pursuant to Section 5 of this Article III.

#### Section 8. Removal.

A director may be removed from the Board with or without cause by an affirmative vote of at least a majority of directors.

#### Section 9. Compensation.

Directors shall serve without compensation.

### Section 10. Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

## **ARTICLE IV – COMMITTEES OF THE BOARD**

### Section 1. Establishment by Chair

The Chair of the Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Chair may, from time to time, designate and prescribe, except as indicated in Sections 2 and 3 below. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Chair may appoint another member of the Board to act at the meeting in place of any such absent or disqualified member. The Chair may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Without limiting the foregoing, the Chair shall initially provide for the following committees: Executive Committee and Budget Committee.

### Section 2. Executive Committee

The Executive Committee shall consist of the Chair, Vice Chairs, the Secretary, and the Treasurer. The executive Committee shall have and may exercise all the powers and authority of the Board, except as otherwise provided by law. Without limiting the foregoing, the Executive Committee shall approve of the Corporation's administrative budget, including the compensation of any employees.

### Section 3. Budget Committee.

The Budget Committee shall consist of the Chair, the Secretary, the Treasurer and two other directors to be appointed by the Chair. The Budget Committee shall be responsible for establishing an annual budget an administrative budget, including the compensation of any employees.

### Section 4. Action.

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the committee.

#### Section 5. Procedures.

Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

### **ARTICLE V – MEMBERS**

#### Section 1. Annual Meeting.

An annual meeting of the Members of the Corporation shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board.

#### Section 2. Special Meetings.

Special meetings of the members of the Corporation may be held at the call of the Chair for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

#### Section 3. Compliance with the Act Notice.

A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier or by telegram not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting. In addition to the provisions of this §3, all meeting of Members shall be conducted pursuant to and in compliance with the Act.

#### Section 4. Quorum.

At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting shall be the act of the members, except as may otherwise be required by these bylaws.

#### Section 5. Waiver or Consent.

The transaction of business at any meeting of the members of the Corporation, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present and if, either before or after the meeting, each of the Members not present sign a written waiver of notice or consent to the holding of the meeting or an approval of the minutes. All such waivers, consents, or approvals shall be expressed in writing and filed with the corporate records or make a part of the minutes of the meeting; provided, however, that no such action shall be valid if taken in such a way as would not comply with the Act.

### **ARTICLE VI – OFFICERS**

#### Section 1. Officers.

The officers of the Corporation shall consist of the Chair, Vice Chair, a Secretary, a Treasurer, and such assistants to the Secretary or Treasurer as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, vice Chair, Treasurer, and Secretary. Any person may hold more than one office.

#### Section 2. Election and Term.

The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

#### Section 3. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by appointment by the Chair.

Section 4. Chair.

The Chair shall preside at all meeting of the Board and all meetings of the Members of the Corporation. The Chair shall serve as the principal executive officer of the corporation. The Chair shall see that all orders and resolutions of the Board and the Executive committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 5. Vice Chair.

Each Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chairs shall perform all the duties of the Chair.

Section 6. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed form time to time by the Chair or the Board.

Section 7. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporations, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

**ARTICLE VII – EXECUTION OF INSTRUMENTS**

Section 1. Checks, Drafts and Orders for Payment of Money.

All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by one of the following officers: The Treasurer, the Secretary or any Assistant Treasurer or Assistant Secretary.

#### Section 2. Contracts.

All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

### **ARTICLE VIII - INDEMNIFICATION**

#### Section 1. Right to Indemnification.

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any motion, suit, or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact that he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation or of a partnership, joint venture, trust or enterprise or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonable incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

#### Section 2. Prepayment of Expenses.

The Corporation shall pay the expense (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment or of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

### Section 3. Claims.

If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

### Section 4. Nonexclusively of Rights

The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

### Section 5. Other Indemnifications

The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, or employee or agent of another corporation, partnership, joint venture, trust, or other enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

### Section 6. Liability Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

**Exhibit D**



# Charter School Application Budget Worksheet

		20.17%	17.71%
	450	525	600
Students			
Revenue	Planning	Year 1	Year 2
	Year	Year 1	Year 2
		Year 2	Year 3
State Appropriations		2,288,090	2,749,529
Local Funds Transfers		407,500	489,681
Charter School Federal Funds	135000		588,434
Other Federal Funds		157,500	189,263
Transportation		308,859	371,147
Food		100,000	120,167
<b>Total</b>	<b>135000</b>	<b>3,261,949</b>	<b>3,919,786</b>
			<b>4,710,290</b>
<b>Personnel</b>			
Teachers		540,000	648,902
Principals/Administrative	55000	91,142	109,523
Clerical	20000	41,680	50,086
Custodial		28,954	34,793
Substitutes		30,000	36,050
Teachers' Aides		144,000	173,040
Special Education Teachers		77,510	93,141
Salaries	75000	953,286	1,145,535
Health Insurance	5000	174,368	209,533
Benefits	13613	171,305	205,853
<b>Subtotal Personnel</b>	<b>93613</b>	<b>1,298,959</b>	<b>1,560,921</b>
			<b>1,875,712</b>

		450	525	600
	Planning			
Revenue	Year	Year 1	Year 2	Year 3
Students				
Student Support				
Transportation		308,859	371,147	445,996
Food/cafeteria		100,000	120,167	144,401
Extra Curriculum		25,000	30,042	36,100
Materials & Supplies		60,000	72,100	86,641
Textbooks		150,000	180,251	216,602
Computer lease Payment		60,000	72,100	86,641
Contracted Services		58,000	69,697	83,753
Testing Materials		15,000	18,025	21,660
Curriculum & Training by Management Co	8437.5	203,872	244,987	294,393
Contingency		51,129	61,440	73,831
Subtotal Student Support	8437.5	1,031,860	1,239,955	1,490,017
Administrative/operations Support				
Insurance		20,000	24,033	28,880
Mortgage Payments/rent		300,000	360,501	433,203
Utilities		125,000	150,209	180,501
Custodial		45,000	54,075	64,980
Supplies & Materials	5000	40,000	48,067	57,760
Equipment Lease Payment		85,000	102,142	122,741
Telephone/communication		16,500	19,828	23,826
Legal/Accounting	5000	25,000	30,042	36,100
Printing	5000	15,000	18,025	21,660
Postage	5000	15,000	18,025	21,660
Contingency	4512	40,758	48,978	58,855
Services Provided by Management Co.	8437.5	203,872	244,987	294,393
Subtotal	32949.5	931,130	1,118,911	1,344,561
EXPENSE SUBTOTALS				
Personnel	93613	1,298,959	1,560,921	1,875,712
Student Support	8437.5	1,031,860	1,239,955	1,490,017
Administrative/operations	32949.5	931,130	1,118,911	1,344,561
TOTALS	135000	3,261,949	3,919,786	4,710,290
difference	0	(0)	(0)	(0)

**Exhibit E**

## SAMPLE MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the \_\_\_\_\_ day of \_\_\_\_\_, 2000, by and between **Mosaica Education, Inc.**, a Delaware corporation ("MEI"), and **MOT Charter School, Inc.** (the "School"), a public school academy established under a charter granted by the Delaware Department Education and State Board of Education pursuant to Del. Code, Title 14, Chapter 5 (the "Code").

### RECITALS

A. The School is being granted a charter (the "Charter") by the Delaware Department of Education and the State Board of Education (the "Chartering Authorities") to organize and operate a public school academy under the Code. The School is organized, among other things, for the following purposes:

- improving pupil achievement for all pupils in the elementary and middle school grades;
- stimulating innovative teaching methods including but not limited to, use of electronic media and computers as well as hands-on technical training;
- creating new professional opportunities for teachers in a learning environment where educational programs can be designed and managed by teachers at the school site level;
- achieving school accountability outcomes by placing full responsibility for performance at the school site level;
- providing parents and pupils with greater choices among public schools;
- preparing students for careers in a rapidly changing global economy; and
- motivating students to attain mastery in core academic curriculum areas and the performing arts.

B. MEI was established, among other things, for the following purposes:

- promoting and encouraging research regarding innovative and effective school design and systems of instruction for elementary and secondary education;
- implementing innovative and effective comprehensive instructional and educational systems, management principles and programs in elementary and secondary education; and

- enabling the School and other schools to achieve their statutory purposes and educational goals.

C. The School and MEI desire to create an enduring educational relationship whereby they will develop educational excellence at the School based on MEI's school design, comprehensive educational program and management principles.

D. The School has approved the MEI curriculum and the School budget for the 2000-2001 school year, and agrees that it is in the best interest of the School to enter into this Agreement with MEI.

E. Nothing in this Agreement should be construed to (i) create an improper delegation of the School's fiduciary or other responsibilities under applicable law or its obligations under the Charter with the Chartering Authorities, (ii) violate the policies of the Chartering Authorities, (iii) interfere with the School's duty to exercise its statutory, contractual and other responsibilities governing the operation of the School, (iv) prohibit the School or the Board from acting as an independent, self-governing public body or (v) provide for public decisions to be made other than in compliance with the Open Meetings Act.

THEREFORE, the parties mutually agree as follows:

## ARTICLE I EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

### 1.01. Educational Services.

(a) For the Term (as defined in Article II below), MEI will provide to the School and its students the following educational services (the "Educational Services"):

- (i) Curriculum. The Paragon™ Curriculum and curriculum development;
- (ii) Instruction. Instructional services and personnel, including the principal, teachers and support staff in accordance with Article VI below;
- (iii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools;
- (iv) Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs (but not Supplemental Programs as defined in Article V below); and

(v) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the School as agreed to from time to time between MEI and the School.

(b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the School (the "Educational Program") as adopted by the Board of Trustees of the School (the "Board") and as provided for in the Charter.

(c) Subject to this Agreement, the Charter and the authority of the Chartering Authorities, MEI may modify the Educational Services, provided that any modification of the Educational Services will be subject to the prior approval of the Board, and if required by the Charter, by the Chartering Authorities.

(d) MEI will be responsible and accountable to the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the School Budget established pursuant to Section 1.02(vi) below, and MEI will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

#### 1.02 Administrative Services.

(a) For the Term (as defined in Article II below), MEI will provide to the School the following administrative services (the "Administrative Services"):

- (i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Article VI below;
- (ii) Facility Operation and Maintenance. Operation and maintenance of the School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
- (iii) Business Administration. Administration of all business aspects of the School;
- (iv) Transportation and Food Services. Provision of transportation and food services for the students enrolled at the School as required by the Board;
- (v) Public Relations. Any and all advertising and public relations with the community and the media;
- (vi) Budgeting and Financial Reporting.

- (A) Beginning with respect to the 2000-2001 school year, MEI a proposed annual budget (the "School Budget"). Future annual budgets will be prepared by MEI in the same general manner as the 2000-2001 annual budget and will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.
  - (B) Detailed statements of all revenues received, from whatever source, with respect to the School, and detailed statements of all direct expenditures for services rendered to or on behalf of the School, whether incurred on-site or off-site, upon request.
  - (C) Annual audits or other financial statements as required by and in compliance with the Code and other applicable laws and regulations.
  - (D) Reports on the finances of the School upon the request of the Board or the Chartering Authorities but not less frequently than is required by the Charter, the Code or other applicable laws and regulations (and no more often than monthly).
  - (E) Other information on a periodic basis reasonably necessary to enable the Board to monitor MEI's performance under this and related agreements, including the effectiveness and efficiency of its operations at the School.
- (vii) Maintenance of Financial and Student Records.
- (A) MEI will maintain accurate financial records pertaining to its operation of the School, together with all School financial records prepared by MEI and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the School financial records retained by MEI pertaining to the School will be available to the School, the Board and the Chartering Authorities for inspection and copying upon reasonable request.
  - (B) MEI will maintain accurate student records pertaining to the students enrolled at the School as is required and in the manner provided by the Charter, the Code and applicable laws and

regulations, together with all additional School student records prepared by or in the possession of MEI, and retain such records permanently on behalf of the School or until this Agreement or its successor (if any) is terminated, at which time such records will be retained by and become the sole responsibility of the School. MEI and the School will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter;

- (viii) Admissions. Implementation of the School's admission policy;
- (ix) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the School's duties and obligations under the Code and other applicable laws and regulations;
- (x) Semester Reports. MEI will provide to the Board on a semester basis (or more often if necessary for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing (A) the School's students' academic performance, and (B) MEI's performance of the Educational Services and Administrative Services;
- (xi) Rules and Procedures. MEI will enforce the rules, regulations and procedures adopted by the School not in direct conflict with this Agreement, the Charter, the Code and other applicable laws and regulations. MEI will recommend rules, regulations and procedures applicable to the School and its students; and
- (xii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the School.

(b) The Administrative Services will be provided in accordance with the Educational Program and the Charter.

(c) Subject to this Agreement, the Charter, the Chartering Authorities, the Code and other applicable laws and regulations, MEI may modify the methods, means and manner by which such Administrative Services are provided at any time.

(d) MEI will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the School Budget established in Section 1.02(a)(vi) above, and MEI will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.



and the other in any manner contrary to the terms of this Agreement. Neither the School nor MEI has and neither will represent that it has the power to bind or legally obligate the other. No employee of MEI will be considered an employee of the School by either party for any purpose whatsoever, notwithstanding that one or more employees of MEI may be engaged in providing the Educational Services, Administrative Services or Supplementary Programs (defined in Article V below) to the School on a full-time basis.

3.02. No Related Parties or Common Control. MEI will not have any role or relationship with the School that, in effect, substantially limits the School's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of MEI. None of the voting power of the Board will be vested in MEI or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board of Directors or Shareholders of MEI will be vested in the School or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the School and MEI will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).

3.03. Other Schools. The parties acknowledge that this arrangement is not exclusive and that MEI will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). MEI will maintain separate accounts for reimbursable expenses incurred on behalf of the School and Other Schools and only charge the School for expenses incurred or consideration earned on behalf of the School. All grants or donations received by the School, or by MEI for the specific benefit of the School, will be maintained in separate accounts and used solely for the School. If MEI incurs authorized reimbursable expenses on behalf of the School and Other Schools which are incapable of precise allocation between the School and Other Schools, then MEI will allocate such expenses among all such Other Schools and the School on a pro rata basis based upon the number of students enrolled at the School and the Other Schools, or upon such other equitable basis as it shall elect. Marketing and development costs paid by or charged to the School shall be limited to those costs specific to the School and its programs, and shall not include any costs for the marketing and development of MEI or other schools managed by or receiving services from MEI.

#### ARTICLE IV COMPENSATION

4.01. Compensation for Services.

(a) For the term of this Agreement, including each and every Renewal Term, the School will pay MEI an annual fee of (i) 12.5% of the state and local school funds (the "State Aid") that the School receives, directly or indirectly, pursuant to the Code, for the particular students enrolled in the School (the "State Allocation"), plus (ii) subject to federal law and regulations, 12.5% of the funds (the "Federal Funds") that the School receives, directly or indirectly, from the federal government (the "Federal Allocation") (the Federal Allocation together with the State Allocation, the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.

(b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. MEI's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the School.

4.02. Payment of Costs. In addition to the Management Fee described in Section 4.01 above and payments made pursuant to any other agreement or agreements subsequently entered into between the parties hereto, the School will reimburse MEI for all costs incurred and paid by MEI in providing the Educational Services and Administrative Services. Such costs include, but are not limited to, rent and/or lease payments (provided, however, that nothing herein shall preclude the parties from entering into an Equipment Lease or Facility Lease with each other or affiliates), salaries of MEI employees, costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services and medical services. Except as provided in the Equipment Lease or Facility Lease, such costs shall be paid by the School upon presentment of the appropriate documentation and will not include an added fee to MEI unless such fee is approved in advance by the Board.

4.03. Time and Priority of Payments.

(a) MEI will receive its State Allocation portion of the Management Fee in the same number of installments and in the same proportion that the School receives the State Aid. Each installment of the State Allocation will be due and payable within five (5) days of receipt by the School of an installment of State Aid.

(b) MEI will receive its Federal Allocation portion of the Management Fee in the same number of installments and in the same proportion that the School receives Federal Funds. Each installment of the Federal Allocation will be due and payable within five (5) days of receipt by the School of an installment of Federal Funds, including installments disbursed by the State of Delaware on behalf of the federal government.

(c) MEI will notify the School of payments due and owing to MEI pursuant to Section 4.02 above as soon as possible after the end of each month and the School will make such payments to MEI within ten (10) days thereafter.

(d) The School will satisfy its payment obligations under this Article to MEI in the following order of priority: (i) payments due and owing pursuant to Section 4.02 above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 4.01 above with the oldest amounts due first.

(e) Any payment due under Section 4.01 or Section 4.02 above not paid when due will be subject to a late fee calculated as interest on the amount in arrears calculated at the prime rate of interest announced by MBNA America Bank as its prime rate, plus 2% per annum (the "Late Interest Rate"), for the time overdue; provided that any such amounts due and outstanding for a period exceeding sixty days shall be subject to a late fee calculated as interest on the amount in arrears calculated at 18%, for the entire time overdue (unless such rate is less than Late Interest Rate, in which case, such interest shall be calculated at the Late Interest Rate).

#### 4.04. Other Revenue Sources.

(a) The School and MEI may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the School, in the name of either MEI or the School; provided, however, that any solicitation of such grants by MEI in the name of the School or which identifies the School shall be subject to the prior approval of the School.

(b) All funds received by MEI or the School for the benefit of the School from such other revenue sources pursuant to this Section 4.04 will be deemed School funds, except that MEI will receive 12.5% of any such funds used to provide Educational Services or Administrative Services, to the extent allowable by the donor or grantor of such other revenue source.

(c) Nothing in this Section 4.04 will be construed to prohibit MEI from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE V  
SUPPLEMENTAL PROGRAMS

5.01. Supplemental. In addition to the Educational Services and Administrative Services provided by MEI to the School, MEI may, in its sole discretion, provide additional services, including, but not limited to, pre-kindergarten, summer school, academic camps, before and after school programs, vocational training, and latch-key programs to students and non-students of the School (the "Supplemental Programs"). MEI may retain the full amount of any and all revenues collected from or for such Supplemental Programs; and MEI will be responsible for the full cost of providing such Supplemental Programs. The Board will permit MEI to operate such Supplemental Programs at the Facility without charge to MEI; provided, however, that MEI shall provide to the School a fee equal to 12.5% of the profits (if any) derived by MEI from such Supplemental Programs.

ARTICLE VI  
PERSONNEL AND TRAINING

6.01. Personnel Responsibility.

(a) Subject to Sections 1.01 and 1.02 above, the Charter, the Code and other applicable laws and regulations, MEI will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.

(b) Except as specified in this Agreement or as required by the Code or the Charter, the Principal (as defined in Section 6.02 below), teachers and support staff provided by MEI pursuant to this Agreement will be employees of MEI, provided, however, that it is understood by the parties that so long as the School operates on the Delaware Financial Management System ("DFMS"), the Principal, teachers and support staff will be employees of the School. MEI will be responsible for conducting criminal background checks and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations as if the employees were employed by an academy. Upon request, MEI will provide the School documenting evidence of such background checks.

6.02. Principal. Except as provided in Section 6.01, above, the principal of the school ("Principal") will be an employee of MEI, and the employment terms of the Principal will be determined by MEI. MEI will have the authority, consistent with the Code and other applicable laws and regulations to select and supervise the Principal and to hold him or her accountable for the success of the School.

6.03. Teachers. MEI will provide the School with such teachers as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any).

MEI will determine the number and assignments of such teachers. Such teachers may work at the School on a full- or part-time basis. Each teacher assigned to the School will be qualified in his or her grade levels and subjects, hold valid teaching credentials and/or certification to the extent required under the Code and other applicable laws and regulations, and have undergone a criminal background check and unprofessional conduct check to the extent required under the Code and other applicable laws and regulations. Upon request, MEI will provide the School with documentary evidence of its compliance with this Section 6.03.

6.04. Support Staff. MEI will provide the School with such support staff as is required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at the School on a full- or part-time basis.

6.05. Training. MEI will provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable MEI's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as MEI determines to be reasonable and necessary under the circumstances.

## ARTICLE VII TERMINATION OF AGREEMENT

### 7.01. Termination.

(a) By MEI. MEI may terminate this Agreement prior to the end of the term specified in Article II in the event that the School fails to remedy a material breach within 30 days after written notice from MEI. A material breach includes, but is not limited to, (i) MEI's failure to receive any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the School of an Educational Program in substantial variance from the Paragon™ Curriculum or the material recommendations of MEI, or (iii) an act or omission of gross negligence that causes MEI to be unable to perform its material obligations under this Agreement. Termination by MEI will not relieve the School of any obligations for payments outstanding to MEI as of the date of termination.

(b) By School. The School may terminate this Agreement prior to the end of the term specified in Article II in the event that MEI fails to remedy a material breach within 30 days after written notice from the Board. A material breach by MEI includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with the Charter, this Agreement, the Code, the Paragon™ Curriculum and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter, (iv) the employment of teachers in violation of the Code or this Agreement, or (v)

## ARTICLE IX INDEMNIFICATION

9.01. Indemnification of MEI. The School will indemnify, and save and hold MEI and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the School with any agreements, covenants, warranties or undertakings of the School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the School contained in or made pursuant to this Agreement. In addition, the School will reimburse MEI for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.01 may be met by the purchase of insurance pursuant to Article X below.

9.02. Indemnification of the School. MEI will indemnify and save and hold the School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by MEI with any agreements, covenants, warranties or undertakings of MEI contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the MEI contained in or made pursuant to this Agreement. In addition, MEI will reimburse the School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.02 may be met by the purchase of insurance pursuant to Article X below.

9.03. Limitations of Liabilities. The School will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of MEI. Notwithstanding this Article IX, to the fullest extent permitted by law, the School will waive the defense of governmental immunity in any dispute between the parties.

## ARTICLE X INSURANCE

10.01. Insurance Coverage. The School will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Charter. The School will comply with any information or reporting requirements applicable to the School with its insurer(s).

10.02. Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.

10.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article X. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

## ARTICLE XI WARRANTIES AND REPRESENTATIONS

11.01. Representations and Warranties of MEI. MEI hereby represents and warrants to the School:

(a) MEI is a duly organized corporation in good standing and is authorized to conduct business in the State of Delaware.

(b) To the best of its knowledge, MEI has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

(c) MEI's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

(d) The Paragon curriculum complies with and will continue to comply with the Charter, the Code and the applicable laws and regulations.

11.02 Representations and Warranties of the School. The School hereby represents and warrants to MEI:

(a) The Chartering Authorities have approved the Charter subject to certain conditions, which, if met, (i) authorizes the School to operate and receive the State Allocation, Federal Allocation and other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

(b) The School has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

(c) The School's actions and those of the Board have been duly and validly authorized, and the School and Board will adopt any and all further resolutions or expenditure

Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To:

With a copy to:

MOT Charter School

Attn: Mrs. Robin Lester

To:

With a copy to:

Mosaica Education, Inc.  
4040 Civic Center Drive  
Suite 200  
San Rafael, California 94903  
Attn: President  
Fax: (415) 491-1309

Haythe & Curley  
237 Park Avenue  
New York, New York 10017  
Attn: Andrew J. Beck, Esq.  
Fax: (212) 682-0200

13.07. Assignment. This Agreement will not be assigned by MEI without the prior consent in writing of the School (which consent will not be unreasonably withheld) or by the School without the prior consent in writing of MEI (which consent will not be unreasonably withheld), provided that MEI may assign this Agreement to an affiliated entity and may without the consent of the School, delegate the performance of but not responsibility for any duties and obligations of MEI hereunder to any independent contractors, experts or professional advisors.

13.08. Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President of the School and an authorized officer of MEI.

13.09. Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

13.10. Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by MEI are found to be overbroad or an invalid delegation of authority by the School, such services will be construed to be limited to the extent necessary to make the provision of such services under this Agreement valid and binding.



## **Renewal Application 2015-16**



# **RENEWAL APPLICATION**

**September 30, 2015**

MOT Charter School  
1156 Levels Road  
Middletown, DE 19709

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**I. Overview**

**1.1 Basic Information**

<b>BASIC INFORMATION</b>	
Name of School	MOT Charter School
Year School Opened	2002
Current Enrollment	1020
Approved Enrollment	1051
School Address(es)	K-8: 1156 Levels Road, Middletown, DE 19709; High School: 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinimink, Capital, Christina, Colonial, Caesar Rodney, Cape Henlopen, Red Clay, Lake Forest, Smyrna
Website Address	<a href="http://www.motcharter.com">www.motcharter.com</a>
Name of School Leader	Linda Jennings
School Leader Email and Phone Number	<a href="mailto:Linda.jennings@mot.k12.de.us">Linda.jennings@mot.k12.de.us</a> ; 302-376-5125
Name of Board President	Brian Glancy
Board President Email and Phone Number	<a href="mailto:bglancy@stratalawllc.com">bglancy@stratalawllc.com</a> ; 302-378-5370

**1.2 Fill in the following chart with the school’s demographics at the time of submission:**

<b>CURRENT YEAR ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>	
Total Enrollment	1,020
# of Students on Waiting List	1,207
<b>Gender</b>	
# Male	490
# Female	530
<b>Ethnicity/Race</b>	
# White	601
# Black	211
# Hispanic	74
# Asian	97
# Other	2
# Multiracial	35
<b>Special Populations</b>	
# Students with disabilities	91
# English Language Learners	16
# Low-Income	114

## II. Academic Framework

### 2.1 Is the academic program a success?

- a) ***Discuss the school's academic achievement results over the current charter term. How has the school performed with regard to student growth and proficiency measures over the current charter term? In the absence of expected achievement, identify changes to instructional practices that your school has implemented to improve the school's academic performance and student outcomes.***

As measured by the state assessment and NWEA, MOT's academic program is highly successful. MOT Charter has consistently received overall ratings of Meets Standard on the Performance Frameworks. Notably, MOT Charter's proficiency rating is Exceeds Standard when compared to similar schools and the Appoquinimink School District.

MOT's average percentile rank in the mean growth achieved fall-to-spring on the NWEA math and reading assessments places it in the top quartile of schools in the country. At many grade levels, MOT Charter ranks in the 90<sup>th</sup> percentile or better. MOT's 9<sup>th</sup> grade student growth in reading ranked in the 99<sup>th</sup> percentile of schools across the country.

While there is certainly work to do, MOT Charter's first year performance on SBAC confirms the success of the school's academic program. In addition to the proficiency rates far exceeding the state levels as well as those of our resident district, the number of students achieving the highest level of mastery (4) is also significantly higher than the state average or those of the resident district. See Appendix H.

#### Measure 1a. Percentage of Students Meeting Fall to Spring Instructional Growth Targets

MOT Charter has earned a "meets" standard rating for the percentage of students meeting fall to spring growth targets in every year during the renewal period with the exception of 2013-2014.

MOT Charter students overall experienced a dip in the fall-to-spring growth of students in math and ELA in 2013-2014. In response to the dip in growth in 2013-2014, the school revisited its Common Core implementation and alignment. We also adopted the Georgia Math curriculum to replace Trailblazers in Grades K-5. With the help of SBAC assessment data, we will undertake a review of our implementation of the Common Core to ensure that our program is fully aligned both in content and in rigor.

While the percent of students who met their growth targets in 2013-14 decreased from prior years, the change, in large measure, is reflective of the DOE's change in methodology when calculating growth for high achieving students. Forty percent of the MOT Charter students who did not meet their ELA growth targets nonetheless achieved a "4" on the spring DCAS. The results in math were similar. Thirty-four percent of the students who did not reach their

growth target nonetheless achieved a “4” on the spring DCAS.

Furthermore, in addition to DCAS, MOT Charter School uses the NWEA MAP to monitor student fall-to-spring growth. 58% of the students who did not meet their growth target in ELA on the DCAS, met or exceeded their growth target on the Common Core aligned NWEA MAP. 48% of the students who did not meet their growth target in math on DCAS met or exceeded their growth target on the Common Core aligned NWEA MAP.

#### Measure 1b. Percentage of Students in the Lowest Quartile Meeting Growth Targets

MOT Charter has earned a Meets Standard rating for the percentage of students in the lowest quartile meeting growth targets in every year during the renewal period with two exceptions: ELA in 2013-2014 and math in 2012-2013. As noted above, the school has responded to these ratings by ensuring that our ELA curriculum is well-aligned with the Common Core and by adopting a more robust math curriculum.

MOT’s rating for the growth of the lowest performing students in ELA fell from a “meets in 2012-2013 to a “does not meet” in 2013-2014. However, the NWEA MAP provides convincing evidence that students in the lowest quartile are experiencing strong academic growth. On the spring 2014 NWEA MAP, 72% of the students in the lowest quartile met their fall-to-spring growth target. On the spring 2015 NWEA MAP, 67% of the students in the lowest quartile met their fall-to-spring growth in reading and 70% met fall-to-spring growth in math.

#### Measure 1c. Percentage of Students Making Sufficient Growth to Achieve Proficiency Status

MOT Charter has earned a rating of Meets Standard or Exceeds Standard for students making sufficient growth to achieve proficiency status for both math and ELA in all years measured. In 2013-2014, 87.6% of MOT students made sufficient annual growth in math and 76.1% of students made sufficient annual growth in ELA.

#### Measure 2a. School Proficiency Compared to State Performance at the 90<sup>th</sup> and 20<sup>th</sup> Percentile

MOT Charter has earned a rating of meets standard for all years measured in math and ELA for student proficiency compared to state performance at the 90<sup>th</sup> and 20<sup>th</sup> percentile. In 2013-2014, MOT’s aggregate proficiency in math and ELA were four percentage points or less off of the state’s average proficiency at the 90<sup>th</sup> percentile.

#### Measure 2b. Percent Proficient by Demographic Subgroups

MOT’s overall rating for subgroup proficiency has been Meets Standard in both math and ELA during the time of the renewal period. During the renewal period MOT Charter received a rating of Exceeds Standard twice in the low –SES and Asian-American subgroups and once in the African-American and other minorities subgroups. The 2015 SBAC performance data by subgroup reveals that MOT’s demographic subgroups not only outperform the same subgroups at the state level, but in many cases outperform the general population of students as well. See Appendix S.

For example, 79% of African-American MOT students in grades 6-8 were proficient in ELA in

2015. This far exceeds the state's African American proficiency rate (33.2%). Similarly, 83.3% of low socio-economic students at MOT were proficient in ELA in 2013-2014. This far exceeded the state's overall proficiency rate (62.3%) and also exceeded the state's proficiency at the 90<sup>th</sup> percentile (83.0%). On the SBAC, 55.5% of MOT's low-SES students reached proficiency. Again, this far exceeds the state's ELA low-SES proficiency rates (41% for grades 3-5 and 35% for grades 6-8).

There were only two instances where MOT Charter did not meet or exceed the standard in subgroup performance in the years reported. In 2013-2014, MOT Charter's rating for the SWD subgroup was "does not meet." Ten of 32 students (31%) with disabilities at MOT were proficient in math and 11 of 32 students (34.3%) with disabilities at MOT were proficient in ELA.

While far short of our target for performance of this subgroup, MOT's performance mirrored the state's overall proficiency rates for this subgroup of 30.7% and 32.5%. On the 2015 SBAC, MOT Charter's proficiency rates for student with disabilities far exceeded the state average proficiency for this subgroup. See Appendix S.

NWEA similarly provides evidence that while these students did not achieve proficiency as measured by DCAS and/or DCAS, they did make significant gains. Of the students who did not meet proficiency on the math SBAC, 63% met their NWEA fall-to-spring growth target. 46% met their NWEA fall-to-spring target in reading.

Further:

- 14 of the 22 students who were not proficient in math on DCAS in 2013-2014 did meet their math growth target on the NWEA MAP.
- The one third grade student who did not reach proficiency in ELA 2013-2014 grew 44 RIT points on the NWEA MAP. According to NWEA's national norms, typical growth for a 3<sup>rd</sup> grade student is 9.3.
- The average RIT growth of the seven 4<sup>th</sup> graders who did not reach proficiency on DCAS was 21 points; typical growth for a 4<sup>th</sup> grade student is 6.9 RITs.
- The average RIT growth for the four 5<sup>th</sup> grade students was 9.5; typical growth for a 5<sup>th</sup> grade student is 5.2 RITs.
- The average RIT growth of the six 6<sup>th</sup> grade students who did not reach proficiency on the DCAS was 11 points; typical growth for a 6<sup>th</sup> grade student is 4.1 RITs.

Measure 2c. School Proficiency Compared to Appoquinimink School District (ASD) Proficiency  
MOT Charter has earned the rating of meets or exceeds standard for proficiency compared to the ASD in all years measured. The Academic Performance Framework shows that MOT students' performance in ELA has been particularly strong when compared to the high performing ASD. MOT's overall proficiency on the Spring 2015 SBAC in math and ELA far exceeds that of the ASD. Math: 71.1% proficient versus ASD proficiency of 47.7%. ELA: 75.4% proficient versus ASD proficiency of 61.5%.



## Measure 2d. School Proficiency Compared to Similar Schools Proficiency

Likewise, MOT Charter has earned a meets or exceeds for student proficiency when compared to similar schools in all years measured. MOT earned an “exceeds” rating in all years of the renewal period in ELA for student proficiency compared to similar schools.

### **2.2 Is the school meeting its mission?**

**a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?**

*MISSION: MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching techniques and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys the process of learning.*

In addition to student academic achievement results, MOT Charter measures mission accomplishment using the following data: parent surveys, student surveys, student attrition, staff retention, number of children who participate in extracurricular activities, parent volunteer hours, attendance, and discipline referrals. A summary of this data over the renewal period is attached as Appendix I.

## **III. Organizational Framework**

### **3.1 Is the school organizationally sound?**

**a) Discuss the school’s organizational performance over the current charter term. How has the school performed with regard to organizational measures over the current charter term? In the absence of expected achievement, identify changes to organizational practices that your school has implemented to improve the school’s organizational outcomes.**

MOT Charter has earned an overall Meets Standard rating in Organizational Performance over the charter renewal period. The only sub-benchmark receiving a “does not meet” in the entire timeframe occurred in 2012-2013 in health and safety. It was the result of an oversight in forwarding a policy to the Department of Education that was quickly resolved.

### **3.2 Is the school implementing the essential terms of the charter’s education program as defined in the current charter, and complying with applicable state and federal requirements?**

**a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.**

MOT Charter School complies with all state and federal requirements including, but not limited to, state testing, IDEA, No Child Left Behind, RTI, Section 504 of the Rehabilitation Act, state

regulations governing enrollment, health and safety, open meetings, and financial reporting.

MOT's charter provides that students will attend school 180 days. Each school day is comprised of 6.5 instructional hours. The 1,170 instructional hours is well above the required hours set by state law.

Each year MOT Charter's participation in the state assessment has exceeded 95% and, in many cases, has been 100%.

All instruction at MOT Charter begins with the state standards. MOT Charter is an active member of the science, math, and social studies coalitions and a regular participant in reading cadre. MOT Charter has fully implemented the Common Core standards in math and ELA and is currently transitioning to the Next Generation Science standards.

All children attending MOT Charter School are afforded an equal education opportunity. MOT Charter's compliance with state and federal requirements pertaining to students with disabilities is documented in annual audits. In the few instances when an area of non-compliance has been noted, it has been minor and immediately resolved.

In accordance with section 504, the school provides accommodations for all students identified as having a physical or mental impairment that substantially limits one or more major life activities. The 504 plan includes current educational level, accommodations for the disability, dates for initiation of service, anticipated duration of service, and evaluation criteria. The classroom teachers and administrators work closely with the parents to monitor the effectiveness of 504 accommodations.

***b) As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:***

- Math Unit with Summative Assessment. See Appendix E.
- ELA Unit with Summative Assessment. See Appendix F.
- Evidence that the school has followed its Memorandum of Understanding (*e.g. teachers have attended training, kits have been utilized and returned to the state warehouse in good condition, dues have been paid, etc.*). See Appendix G.

**3.3 Is the school protecting the rights of at-risk students, students with disabilities, and English Language Learners? Note: Each item below must be addressed separately.**

***a) Describe the process by which at-risk students are identified and evidence that the school is effective in providing the right resources and services for these students.***

At-risk students are identified in a variety of ways at MOT Charter: teacher referral based on classroom assessments and observations, monitoring at-risk markers such as attendance and

discipline, parent referrals, and school wide assessments conducted every fall.

Once identified as potentially at risk, parents, teachers, administrators, the School Psychologist, the School Counselor work together to collect data regarding the child's performance. If necessary, and with the consent of the student's parents, the school psychologist may conduct further assessments related to academic achievement or social and behavioral needs. The Principal then convenes a student support team comprised of the student, the student's teacher(s), the Principal, School Psychologist and parents. This team works together to develop a plan to meet the child's needs. The plan may include RTI services, further evaluation, and access to services from on-site speech therapist, occupational therapist, school psychologist, math specialist and parent volunteers, peer tutoring, outside tutoring, small group instruction, individual instruction and the opportunity to work independently on web-based programs of instruction.

MOT Charter School also provides extended year services for qualified students in a summer program designed for small groups of students as well as individual sessions for students. These sessions are designed with the cooperation of the teachers and parents.

MOT Charter School provides math and language arts instruction for students in grades K-8 who are invited to enroll in the program by teacher referral, below average performance on the state assessment or NWEA, or parent request. Parents are provided with an overview of the summer session, student goals and progress, and counseled as to how best to support their child's ongoing success.

***b) Describe the process by which students with disabilities are identified and evidence that the school is effective in providing the right resources and services for these students.***

MOT Charter School is committed to the academic achievement of all students, including students with disabilities. The school follows an extensive RTI process which provides for increasing levels of intervention and additional instruction for students who do not respond to the general instruction. After the RTI process has been followed to completion, the school team works with parents to consider further evaluation and identification of students with disabilities. Special needs determinations are based upon timely and recurring evaluations of qualified professionals. Special education students are re-evaluated at least once every three years.

Students with disabilities are provided with a continuum of educational placement options including small group instruction, integrated classes with a special education teacher present and regular classes with consultation from special education teachers. IEP plans are designed to educate students in the least restrictive environment possible, primarily serving children with disabilities in an inclusive setting.

Children with identified disabilities are assigned a Delaware-certified special education teacher

who coordinates the child's education with the regular classroom teachers and, in conjunction with the student intervention team, also ensures that other services such as occupational therapy, speech therapy, psychological assistance are provided as needed. All accommodations relating to the special needs student are adhered to in the classroom as well as on any standardized test. Classroom teachers and the special education teachers coordinate accommodations and classroom activities.

Parents are highly involved in IEP meetings and the IEP process. Parents are notified of the intent to evaluate/re-evaluate their child for services and provide written consents prior to evaluations. All evaluations are communicated by a trained, licensed professional. All communication includes a review of "Notice of Procedural Safeguards" and the Assurance of Services.

The IEP includes current educational level, annual goals, specific educational objectives, special education and related services to be provided, dates for initiation of service, anticipated duration of service, and evaluation criteria.

***c) Describe the process by which students English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.***

The process for identifying and serving English Language Learners is set forth in Appendix J. Every student who the school has identified as ELL has progressed to Tier C or monitoring status within three years; most achieve Tier C status in two years.

***d) Provide a summary of findings from any audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners. Describe how the school developed and implemented a corrective action plan in response to audit findings.***

1. Special Education Compliance Monitoring 2014-2015 – Indicator 13 Transition Planning  
DOE determined that MOT Charter was 75% compliant with federal Indicator 13 requirements in the 2014 2015 school year. We submitted a corrective action plan on August 28, 2015 to bring this compliance to 100% by October 30, 2015. See Appendix K. The corrective action plan has been fully addressed. The one IEP that was missing adequate documentation of transition planning discussed during the meeting has been corrected and special education staff members attended DOE Transition Planning training for students with IEPs on September 17, 2015.

2. Compliance Monitoring 2014 2015 – Special Education Program  
During the 2014-2015 compliance monitoring, DOE identified an IEP meeting to determine eligibility in which the School Psychologist also served as the administrative designee. A new eligibility meeting was held with the correct participants. The review also identified IEP goals needed improvement. The goals identified were written by a certified special education teacher who was new to the State of Delaware. The completed Corrective Action Plan for the

2014-2015 Compliance Monitoring is attached as Appendix L.

3. Disproportionality in the Identification of White Students for Speech

On October 6, 2014, MOT Charter was notified that based on the review of December 1, 2013 data, the school was identified with disproportionate representation of White with speech disabilities. The school's corrective action is attached as Appendix M.

4. Compliance Monitoring 2014 2015 -- ELL Program

During the 2014-2015 Compliance Monitoring, it was noted that MOT Charter did not have a written ESL program or schedule to demonstrate that ELL services were being provided to students according to the ELL proficiency levels. This was immediately addressed and the attached documentation was provided to DOE during the compliance review. See Appendix J.

5. Annual Determination for 2013-2014

In the Annual Determination under the Individuals with Disabilities Education Act, MOT Charter received a rating of 76%. As a result, the special education team has drafted a corrective action plan to address the only indicator that did not meet standard: Indicator 3C Proficiency on the State Assessment in math and reading. The draft corrective action plan, due October 15, 2015, is attached as Appendix R.

**3.4 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?**

School Enrollment Trends									
	2011-2012		2012-2013		2013-2014		2014-2015		
Grade	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Waitlist for the 2015-2016
K	75	76	75	78	75	75	76	76	275
1	75	75	75	75	75	75	76	76	139
2	75	75	75	75	75	75	76	76	124
3	75	76	75	75	75	75	76	77	107
4	75	78	75	75	75	75	78	78	105
5	75	75	75	76	75	79	78	78	124
6	75	75	75	76	75	75	78	79	165
7	75	76	75	75	75	75	82	81	97
8	75	71	75	75	75	75	82	82	71
9	0	0	0	0	0	0	192	166	0
10	0	0	0	0	0	0	0	0	0
11	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Total</b>	675	677	675	680	675	679	894	869	1,207

**b) How does the school both monitor and plan to minimize attrition rates? Provide a summary of why students left your school.**

From opening in 2002 until last year, MOT Charter School has been 100% full with a substantial waiting list. Prior to the expansion of our program to include a high school, MOT Charter’s student attrition (not counting the students who moved out of the MOT area) has been minimal -- 1.6% or less each year. We have seen some student attrition as the result of the high school expansion.

School Year	Grades Served	Total Attrition	Attrition of Students Who Did Not Move Out of the MOT area
2011-12	K-8	5.3%	1.6%
2012-13	K-8	4.7%	0.7%
2013-14	K-8	2.3%	1.0%
2014-15	K-9	8.7%	6.8%
2015-16	K-10	11.9%	9.8%

When a student withdraws from MOT Charter School, the parents complete a withdrawal form. The form asks the parents to provide us with the reason for withdrawing. This information is summarized and reported to the Board of Directors every year as part of the school’s annual review of school performance. The two primary reasons that parents provide when withdrawing from MOT Charter at the K-8 program other than moving are: 1) transportation or other family logistics, and 2) our program did not meet their child’s needs.

The increase in student attrition in 2014-2015 and 2015-2016 is attributable to the high school expansion. A large portion of the attrition is the result of students leaving MOT at the end of 8<sup>th</sup> grade to attend other area high schools. Many chose high schools where older siblings were already attending. Other students chose schools that offered a particular extra-curricular activity or academic pathway that MOT does not offer such as football, wrestling, FFA, childcare, or culinary arts.

The school minimizes attrition by constantly measuring and evaluating the quality of our education program, student achievement results, parent and student survey results, and with honest and open communication with parents. As the school’s high school program continues to build and expand, there is little doubt that the high school, too, will have a substantial waiting list of applicants.

**3.5 Is the school complying with governance and reporting requirements?**

**a) Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

Each year the Head of School provides a report to the Board of Directors that reviews the

school's performance on the following benchmarks: academic achievement as reported by the performance frameworks, academic achievement as measured by NWEA map, student satisfaction surveys, parent satisfaction surveys, student attrition, staff retention, student attendance, student conduct, student participation in extracurricular activities, parent volunteer hours, and regulatory compliance.

The Head of School's evaluation is based on the school's success on these benchmarks as well as a written evaluation. The written evaluation begins with the Head of School establishing school performance and professional goals for the year. At the conclusion of the school year, the Head of School reports on the school's performance against the Board's benchmarks and also completes a self-evaluation on additional leadership criteria. The written performance evaluation is reviewed with the Head of School by the Board Chair and/or Board Vice-Chair. Beginning with the 2015-2016 school year, the Board will utilize Board on Track's nationally benchmarked charter school leader evaluation tool.

***b) Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.***

The Board of Directors recently completed a self-evaluation to evaluate its effectiveness. Based on the results of this evaluation, the Board has begun work with "Board on Track" a nationally-recognized organization with the mission to improve charter school performance by improving charter school governance. We have contracted with Board on Track to provide board training and coaching in the areas of CEO evaluation, goal setting, succession planning, and monitoring of board effectiveness.

***c) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.***

The board has contracted with Board on Track to provide board member training and quarterly coaching around effectiveness and governance. Board members are provided with training in Board governance issues, open meeting compliance, charter school finance, and board effectiveness. New board members participate in a board orientation conducted by the Head of School and Board Chair.

***d) Describe the school's process for succession planning including identification, development and retention of school leaders.***

MOT Charter enjoys a stable board as well as a stable leadership team:

- Head of School (11 years; also a founding board member)
- High School Administrator (11 years; previously a Dean and Principal in the K-8 program)
- K-8 Principal of Students & Families (11 years; previously a lead mentor and lead teacher)
- K-8 Principal of Curriculum & Instruction (6 years)

Perhaps because of this stability, succession planning was highlighted as an area of improvement in our recent Board self-evaluation. The Board recognizes that succession planning for school leadership begins at the Board level by ensuring the effective induction of new board members and the transfer of institutional knowledge to the Board.

While it is an area of improvement for the Board, there are some succession planning components already in place, including: 1) hiring and recruiting teachers with leadership potential; 2) identifying teacher leaders and providing them with leadership opportunities within the school; 3) providing teachers and administrators with leadership opportunities provided by outside entities, such as LearnZillion, K-12 Mathematics Partnership Project, Elementary Math Teacher Leadership, NextGen Teacher Leader, Towards a New Normal, and Delaware Academy of School Leadership; and 4) ensuring redundancy with every function in the school.

e) Current Organizational Chart is attached as Appendix A.

### **3.6 Is the school complying with closure requirements?**

a) *Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school.*

In the event of closure or dissolution of the school, the school will follow the authorizer's charter school closure protocol and the Board of Directors would work closely with DOE concerning parent notifications, transfer of records, disposition of school assets to ensure a smooth and orderly transition that minimizes the impact on students and families.

The current balance of contingency reserve funds available is \$2,174,132. This is more than sufficient to cover anticipated accrued expenses:

Accrued Salary:	\$858,016
Final Audit:	\$ 20,000
<u>Carryover Expenses (est):</u>	<u>\$110,000</u>
	\$988,016

The Board of Directors along with the Business Manager and Finance Executive Assistant will be responsible for handling the school's final closeout activities after closure or dissolution.

## **IV. Financial Framework**

### **4.1 Is the school financially viable?**

a) *Discuss the results of your Financial Performance Reports over the current charter term. Discuss any trends and provide explanations for each individual measure for which you received a "Does Not Meet Standard" or "Falls Far Below Standard" rating, including your plans and strategies for improving the individual measures and, if applicable, overall ratings. Note:For your reference, please see the financial section of the [Performance Framework](#).*



In the four years that the financial framework has existed, MOT Charter has received an overall rating of meets each year. There is just one instance where MOT Charter did not receive a meets in a subcategory in the renewal period: cash flow in 2013-2014. However, as pointed out in the renewal report and more fully explained in MOT’s 2013-2014 Annual Report, this change in cash flow was the result of investments made by MOT to expand its program to include a high school; not a red flag for financial instability.

**b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings.**

MOT Charter School has been audited by an independent auditor each year since opening. There have been no audit findings in the renewal period, and thus, no corrective actions, during the renewal period.

**c) As appendices, please provide the following documents:**

- Final Fiscal Year 2015 Revenue & Expenditure Budget Report. See Appendix B.
- Approved preliminary Fiscal Year 2016 Budget. See Appendix C.
- Fiscal Year 2015 Audited Financial Statements. See Appendix D.

**V. Five-Year Planning**

**5.1 Projected Enrollment**

**a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year. Note: This will become the school’s authorized enrollment for the new charter term.**

Projected Enrollment					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	78	75	75	75	75
Grade 1	78	75	75	75	75
Grade 2	78	75	75	75	75
Grade 3	78	75	75	75	75
Grade 4	78	75	75	75	75
Grade 5	78	75	75	75	75
Grade 6	78	78	78	78	78
Grade 7	78	78	78	78	78
Grade 8	78	78	78	78	78
Grade 9	166	188	188	188	188
Grade 10	150	166	185	185	185
Grade 11	0	148	164	183	183
Grade 12	0	0	145	162	180
<b>TOTAL</b>	<b>1018</b>	<b>1186</b>	<b>1366</b>	<b>1402</b>	<b>1420</b>

## 5.2 What are the school's plans for the next five years of the charter?

a) *Describe what changes and improvements the school will undertake in the next five years in all core content areas based on the school's examination of student performance outcomes.*

### 1. Continued Expansion of the High School Program

Now serving grades K-10, MOT Charter will continue to expand the high school program until it reaches the K-12 capacity. In addition to the program and staff enhancements related to the expansion, the school will continue to build capacity in the four CTE pathways currently being offered as of this year: Digital Business, Manufacturing Technology, Computer Science, and Biotechnology.

We will add AP Chemistry, AP English, AP Calculus, AP Computer Science, and AP History to our current AP offerings.

We will expand our dual enrollment partnership with Wilmington University and seek to add partnerships with the other area colleges and universities. Our dual enrollment opportunities will include courses in: computer programming, computer information systems, business, marketing, critical thinking, and art.

### 2. Content Standards

In 2013-2014, there were two major curricular efforts ongoing at the school. First, we were fully engaged in implementing the Common Core standards. Second, we were transitioning from Trailblazers to the Georgia Math curriculum in Grades K-5.

The school will adopt the Interactive Mathematics Program (IMP) currently used at the high school at the middle school level to better meet the standards of the Common Core.

The school will implement Schoology as a learning platform in the 2015-2016 school year.

The school will continue to embed more task oriented assessments in the general curriculum to ensure that students are developing problem-solving, critical thinking, and communication skills. In addition, the school has begun a specific focus on writing across the content areas.

The school will continue the transition to the Next Generation Science Standards by aligning our K-12 curriculum to the new standards and providing professional development to our science teachers. The school will also create and implement specific K-8 vertically aligned curriculum for grammar, vocabulary development, and cultural literacy.

### **3. Improving Proficiency of the Lowest Quartile of Students and Students with Disabilities**

The school's plan for addressing the proficiency of students with disabilities is set forth in the Corrective Action Plan. See Appendix R.

The school will further address the growth of our lowest achieving students by providing professional development around RTI and revamping some of the RTI structures in place to ensure that we are addressing the needs of our lowest achieving students. In addition, as of 2015-2016, we have adjusted student schedules to increase the minutes of math and reading instruction in grades 3-8.

*b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures.*

See Appendix N.

*c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.*

#### **HVAC Replacement at the K-8 School**

The current HVAC units at the K-8 school are nearing the end of their useful life. Therefore, in July 2016, MOT Charter we will replace ½ of the units. We plan to replace the other ½ of the units in July 2017. A quote for the work required is attached as Appendix O. We have raised approximately \$100,000 from friends of MOT Charter to help pay for this work. We will use cash reserves and grant proceeds to fund the remainder.

#### **Baseball/Softball Field at the High School**

The school's plan is to build a baseball/softball field in time for the spring 2017 season. An estimate for the cost of this is attached as Appendix P. This work will be funded with proceeds from Sports Booster activities and a matching grant.

#### **Gymnasium for the High School**

Our goal is to complete the high school facility with a gymnasium by FY 2020. The gymnasium has been designed and the cost estimate is attached as Appendix Q. We will move forward with this capital project when we have raised sufficient funds through grants and donations.

## **Annual Report 2018-19**

# MOT CHARTER SCHOOL

**ANNUAL REPORT**

**2018-2019**



**1156 Levels Road,  
Middletown, DE 19709**

**1275 Cedar Lane Road,  
Middletown, DE 19709**

**Phone:(302) 376-5125 (K-8 Academy)**

**(302) 366-2000 (High School)**

## 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	MOT Charter School
Year School Opened	2002
Enrollment 2018-2019 <sup>1</sup>	1314
Approved Enrollment	1402
School Address	1156 Levels Road, Middletown, DE 19709 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinnimink School District
Website Address	<a href="http://www.motcharter.com/">http://www.motcharter.com/</a>
Name of School Leader	Ned Southworth
School Leader Email and Phone Number	ned.southworth@mot.k12.de.us (302) 376-5125 (K-8 Academy) (302) 366-2000 (High School)
Name of Board President	Jennifer Taylor
<b>Mission Statement:</b> MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.	

**1.2 School Demographic Data:**

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2018-2019. (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.**)

<b>ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>	
	<b>2018-2019<sup>1</sup></b>
Total Enrollment	1314
# of Students on Waiting List	1293
<b>Gender</b>	
% Male	48.48%
% Female	51.52%
<b>Ethnicity/Race</b>	
% African American	23.59%
% American Indian	
% Asian	11.72%
% Hispanic/Latino	7.46%
% White	53.88%
% Multiracial	3.12%
<b>Special Populations</b>	
%Special Education <sup>2</sup>	5.78%
% English Language Learners	1.98%
% Low-Income	5.33% <b>by our records we had 11.11% low income students during the 2018-2019 year (based on the number of students receiving free and reduced cost meals</b>

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

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### 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
Sep 2013	Minor - add modular unit	Approved
Nov 2013	Minor - change enrollment phase-in of approved grade expansion	Approved

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

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### 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>		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K	75	75
Grade 1	75	75
Grade 2	75	76
Grade 3	75	75
Grade 4	75	78
Grade 5	75	79
Grade 6	78	78
Grade 7	78	78
Grade 8	78	78
Grade 9	188	174
Grade 10	185	177
Grade 11	183	150
Grade 12	162	121
<b>Total</b>	<b>1402</b>	<b>1314</b>

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

School Comments: MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9<sup>th</sup> graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and were very close to our projected enrollment in the 9<sup>th</sup> and 10<sup>th</sup> grades during the 2018-2019 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9<sup>th</sup> grade each year moving forward.

### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	MOT Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	4	
Grade 1	69	92.00%
Grade 2	75	100.00%
Grade 3	73	93.59%
Grade 4	77	98.72%
Grade 5	78	100.00%
Grade 6	76	97.44%
Grade 7	76	97.44%
Grade 8	75	96.15%
Grade 9	32	40.51%
Grade 10	155	82.89%
Grade 11	136	87.74%
Grade 12	119	88.81%
<b>Total/Avg</b>	1045	89.09%

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

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

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School Comments:

Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8<sup>th</sup> grade at MOT Charter School and were forced to return to their sending district or other choice or

charter schools. In the years since our high school opened, we have worked diligently to retain an increasingly larger number of our own “graduating” 8<sup>th</sup> graders. As we have added each new high school grade (10<sup>th</sup> grade in 2015-2016, 11<sup>th</sup> grade in 2016-2017 and 12<sup>th</sup> grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8<sup>th</sup> graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our *Academy of the Arts* or *Academy of Science and Technology*, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

## 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

**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	71.00	71% Exceeds Expectations
Academic Progress	125.00	82.00	66% Exceeds Expectations
School Quality/Student Success	75.00	75.00	100% Exceeds Expectations
Graduation Rate	75.00	73.00	97% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	35.00	70% Exceeds Expectations
Overall	425.00	336.00	79% Exceeds Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments over the course of the school year.

---

School Comments:

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. MOT Charter School scored higher than all Delaware school districts in reading and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, which measures reading and math knowledge in grades 3-8. In addition, among charter schools, MOT Charter School is ranked third in reading performance and third in math performance on those same assessments.

SBAC proficiency in reading at MOT was 26% above the state average in Language Arts and 23% above the state average in Math. Growth for reading and math both showed significant improvement this year as well. Because student growth is a core concept for MOT Charter School, even with this improvement we continue to address the need of students to grow and look forward to even greater reading and math growth in the future.

Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11<sup>th</sup> grade and measures students' proficiency in three areas, reading, writing and math.

In 2018-19, 74% of MOT Charter High School students were proficient on the 11<sup>th</sup> grade SAT assessment in reading. This is 26% above the state average for reading, but was down 12% from the year before. 51% of MOT Charter High School students were proficient on the SAT math assessment. This is 23% above the state average for math and was an increase of 3% over the year before. In writing, 66% of students were proficient. This is 24% above the state average and an increase of 10% over the year before.

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## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

---

#### School Comments

For the 2018-2019 academic year, MOT Charter School received an overall academic performance rating of Exceeds Expectations. This is an improvement over our Meets Expectations rating from the year before. While we are proud of the improvement shown in 2018-2019, and we are also proud to have received an Exceeds Expectations ranking, MOT Charter School realizes that there still are academic areas that require further growth.

---

## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	77.52%	50.00	39.00
Proficiency - Math	63.06%	50.00	32.00

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

MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA's Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing.

In 2018-19, only 3% of MOT reading scores and 4% of MOT math scores fell in the bottom quintile of scores nationally, while 42% of MOT reading scores and 37% of MOT math scores were in the top quintile of scores nationally. Put another way, there are approximately eleven times as many MOT students in the top quintile as there are in the bottom quintile.

When looking at the very top level of performance, 23% of MOT students scored in the top 10% of reading students nationally and 20% scored in the top 10% in reading. In other words, MOT has twice the number of students scoring in the top 10% as the national average.

The state of Delaware has not yet released Science and Social Studies performance for the 2018-19 school year.

---

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

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### School Comments

MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning-of-the-year and mid-year MAP testing to inform instruction and to revise our goals for students.

---



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

---

School Comments

MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar students and schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and to create new learning for students.

If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

---



**2.3 Academic Progress**

Metric	Value	Points	Points Earned
Growth - ELA	69.91%	50.00	35.00
Growth - Math	60.85%	50.00	30.00
Growth of Highest Quartile - ELA	67.21%	6.25	4.00
Growth of Highest Quartile - Math	62.79%	6.25	4.00
Growth of Lowest Quartile - ELA	79.44%	6.25	5.00
Growth of Lowest Quartile - Math	66.55%	6.25	4.00

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**

Growth in ELA at MOT remains strong. MOT’s continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.

Although the percentage of students meeting their SBAC growth target in math improved from 58.5% to 60.9% last year, growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT only receive the lowest rating of ‘Well Below Standard’ at a rate 21% lower than the state average and receive the highest level of ‘Exceeds Standard’ on the state assessment at a rate 16% higher than the Delaware average.

In math, the percentage of students in MOT’s highest quartile that met their growth target showed modest improvement from 61.3% to 62.8%. The percentage of students in MOT’s lowest quartile that met their growth target showed significant improvement from 52.9% to 66.6%. While this demonstrates substantial

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growth, it still shows work yet to be done as well. Our expectation for ourselves remains that that all of our students, including our lowest and highest achieving students, will show significant growth every year.

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

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School Comments

MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2017, 18, and 19 school years and increase our growth going into next year. Last year, we built upon our strong foundation and increased the percentage of students proficient on the SAT in math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware's lowest quartile in math. In addition to the steps mentioned previously (data analysis, targeted professional development, etc.), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.

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

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School Comments

The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust instructional goals throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.

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## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Career and College Prep	103.95%	37.50	38.00
On Track in 9th Grade	98.70%	25.00	25.00
On-Track Attendance	96.25%	12.50	12.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

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.

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School Comments:

Every family wants their child to graduate high school ready and prepared to further their education and enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 100% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

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

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School Comments:

After a review of internal data for the 2018-2019 academic year, we found that 98.7% of our 9<sup>th</sup> graders earned 4 or more credits in ELA, math, science, social studies, and world language. Anecdotally, we also found that members of our 9<sup>th</sup> grade who attended MOT Charter K-8 building during middle and elementary school are very well prepared for MOT Charter High School and generally realize great success. At the same time, we enroll new 9<sup>th</sup> grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.

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

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School Comments:

MOT Charter School earned 100% of the DSSF points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.

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## 2.5 Graduation Rate

Metric	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	97.32%	75.00	73.00
ESEA Adjusted 5-Year Graduation Rate		n/a	n/a
ESEA Adjusted 6-Year Graduation Rate		n/a	n/a

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.

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School Comments:

DSSF data for Graduation is lag data. The most recent data available shows that for the 2017-18 senior class, 97.3% of students graduated on time within four years. This high graduation rate is the culmination of four years of hard academic work by the teachers and students of MOT.

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

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School Comments:

Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.

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

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School Comments:

Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.

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## 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
Progress Toward English Language Proficiency	69.70%	50.00	35.00

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.

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School Comments:

2018-19 was the first year that ELP data was reported for MOT Charter School. 69.7% of MOT Charter’s ELP growth target was achieved. This is above the Exceeds Target goal of 64%. At both the K8 and HS campuses, ELP students receive instruction in a pull out program that addresses their English Language Learner needs.

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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

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School Comments

In 2022, the target for ELP growth will increase to 74%. Our goal for this coming school year is to meet that target. Currently, our ELL staff are engaged in professional development opportunities offered by the state in order to improve their ELL knowledge. It is our belief that the increased understanding of ELL needs will allow us to achieve this goal.

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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.

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## School Comments

MOT Charter School uses the state WIDA assessment to track ELL student progress and to identify areas of strength and weakness that can be targeted in ELL support sessions.

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### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain **high academic standards with a focus on 21<sup>st</sup> century skills**, utilize **diverse and student-centered teaching strategies**, and develop **high levels of student and parent engagement**. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the SEssentials survey. To measure **high academic standards with a focus on 21<sup>st</sup> century skills**, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure **diverse and student-centered teaching strategies**, we will review data from the 5 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure **high levels of student and parent engagement**, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to **meet the standard** of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus; if one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be **approaching the standard**; if one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered **far below the standard**.

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					
Staff	Measure	Definition of Rating	Data Source	Data Collection Process	Measure
		<p>Meets Standard: Average score of 60 or greater in all three assessment categories</p> <p>Approaching Standard: Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p>Far Below Standard: Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	Internal Surveys	Anonymous surveys conducted electronically.	1a1

a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

#### School Comments

MOT Charter met our mission specific goal for the 2018-2019 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – *high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.*

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

### MOT 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		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

#### School Comments:

MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.

#### *Strong Site-Based Leadership*

MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Two of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.

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A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board's members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- Head of School (4 years at MOT; previously 15 years as an educator, senior administrator and school leader; 8 years in business and operations management)
- K-12 Director of Student Services (10 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (5 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (15 years; previously a lead mentor)
- Business Manager (16 years)

### *Shared Accountability*

MOT Charter embodies the phrase "it takes a village" not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school's success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

### *Hiring Process Aligned with Our Mission*

MOT's hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen
  - Telephone Interview
  - Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
  - Writing Sample Review
  - Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding their lessons.
  - Head of School Interview
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- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

*Exit Interviews*

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

*Satisfaction Surveys*

MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.

*Written Policies and Procedures*

MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights & Privacy Act Policy are regularly reviewed and updated.

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

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School Comments:  
See above

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

N/A

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## Performance Agreement

### Organizational Performance Expectations

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

MOT Charter School's overall organizational rating is meets standard. In the next renewal period, our expectation is to maintain the overall rating of meets standard 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).

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#### School Comments:

For the 2018-2019 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.

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### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Role/Title	Board Governance Training (Board on Track Training) (PDMS Sessions 1, 2, 3)	Financial Training Date
Mir Sadiq	Ali Khan	Board Member	<u>Aug 2015, Nov 2018</u>	11/25/19
Richard	Carroll Jr.	Board Member	9/25/19, 9/25/19, 9/24/19	11/29/19
Linda	Jennings	Board Member	8/29/19, 9/5/19, 9/5/19	7/1/11
Travis	Piser	Teacher Representative	11/25/19, 11/25/19, 11/25/19	11/26/19
Lou	Savino V.	Vice Chair	<u>Aug 2015, Nov 2018</u>	11/27/19
Steve	Stallone	Board Member	<u>Aug 2015, Nov 2018</u>	11/26/11
Sam	Sullivan	Secretary	10/21/19, 10/21/19, 10/21/19	11/25/19
Jennifer	Taylor	Chair	11/25/19, 11/25/19, 11/25/19	11/25/19
Dave	Watlington	Treasurer	<u>Aug 2015, Nov 2018</u>	11/21/13
Edward	Southworth	Head of School (ex officio)	8/29/19, 9/5/19, 9/5/19	9/25/19

\*Please list only the most recent training date.

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

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#### School Comments:

All members of the MOT Charter School Board of Directors received governance training conducted by the *Board on Track* corporation in August of 2015, and participated in *Board on Track's* "Board Performance Assessment Master Class" in November of 2018. All members also completed the DDOE financial trainings at the time they joined the board. Further, we have committed to having all members complete the recently released Governance Training series (all three sessions – *Board Governance Standards, School Leader Evaluation, and Academic Oversight*) and the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.

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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
Meryl	Hewett	MOT Business Manager	11/21/2013
Linda	Jennings	Board Member	7/1/2011
Edward	Southworth	Head of School	9/25/19
Jennifer	Taylor	Teacher Representative	11/25/2019
Joe	Ulizio	Parent Representative	3/30/2017
Richard	Riggs	DOE Representative	11/30/15
Dave	Watlington	Committee Chair	11/21/2013

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#### School Comments:

All members of the CBOC completed the DDOE financial trainings at the time they joined the committee. Further, we have committed to having all members complete the new *Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members* offered by the DDOE through PDMS during the 2019-2020 academic year.

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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
95	69	73

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.

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School Comments:

We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.

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

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School Comments:

MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, and diversity and inclusion committees.

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## 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	
2018-2019	M	M	AS	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:

MOT Charter School received a "meets standard" overall rating for 2018-2019. Additionally, we have received an overall rating of "meets standard" in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.

#### *Budget Process*

- Our annual budgets are based on conservative revenue projections.
- We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.
  - We look at a three year history to more accurately project expenses.
  - In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.
- Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.

#### *Transparency*



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- The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.
  - The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.
  - Board and CBOC members are trained in how to review the financial reports and ask probing questions.

*Internal Controls and Fiduciary Oversight*

- We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.
- The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school's performance against the framework's benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.
- Board level Finance & Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.

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

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School Comments:  
See above

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

N/A

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

<b>2018-2019</b>
<b>94%</b>

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:**

2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

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## Performance Agreement

### Financial Performance Expectations

MOT Charter School's overall financial rating is meets standard. In the next renewal period, our expectation is to maintain 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.

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#### School Comments:

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

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

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#### School Comments:

N/A

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## 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).

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School Comments:

### *Supportive and Friendly Environment*

At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.

Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.

### *Involved Parents*

Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours each year, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Finally, parent volunteers regularly provide support in our library.

### *Rigorous, Student-Centered Instruction*

At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding.

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Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students continue to excel.

### *Responsive Curriculum*

Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

### *Early Intervention*

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

### *Well-Rounded Arts Program Beginning In Kindergarten*

We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the *Academy of the Arts* and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

### *K-12 Continuous Course of Study*

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

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The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

#### *1-to-1 technology program*

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using *Schoology* as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the *Schoology* platform to portions of our K8 Academy, and have also expanded our 1-to-1 technology program to include grade 6, 7, and 8. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms.

#### *Commitment to Enrichment Programs at K8*

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7<sup>th</sup> and 8<sup>th</sup> grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

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## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	MOT Charter School
<b>Location:</b>	1156 Levels Road Middletown, DE 19709

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)

12-02-2019  
Date

<b>Print/Type Name:</b>	Jennifer Taylor
<b>Title (if designated):</b>	Chair, MOT Charter School Board of Directors
<b>Date of approval by board of directors:</b>	Annual Report will be reviewed and approved by full board at next scheduled meeting, January 15, 2020



## VIII. APPENDICES

### 3.1 Mission Specific Goal(s) Data

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain **high academic standards with a focus on 21<sup>st</sup> century skills**, utilize **diverse and student-centered teaching strategies**, and develop **high levels of student and parent engagement**. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the 5Essentials survey. To measure **high academic standards with a focus on 21<sup>st</sup> century skills**, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure **diverse and student-centered teaching strategies**, we will review data from the 5 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure **high levels of student and parent engagement**, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to **meet the standard** of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be **approaching the standard**. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered **far below** the standard.

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				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	<p><b>Meets Standard:</b> Average score of 60 or greater in all three assessment categories</p> <p><b>Approaching Standard:</b> Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p><b>Far Below Standard:</b> Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	State of DE School Climate Survey / Internal Surveys	Anonymous surveys conducted electronically.	1a1

#### MOT Charter School mission specific goal performance analysis for the 2018-2019 academic year:

We created our mission specific goals as an outgrowth of our overall school mission and philosophy, and designed them to be assessed using data gathered in the 5Essentials survey that was conducted by the state of Delaware during the spring of 2016. Unfortunately, the state chose not to conduct the survey during the spring of 2016. In order to successfully gather the data required to gauge our success as defined in our mission specific goals, we incorporated the ideas behind the relevant questions from the 5Essentials survey into an internally created and conducted teacher and student survey. For each of the three areas under study, **high academic standards with a focus on 21<sup>st</sup> century skills (6 total subcategories)**, **diverse and student-centered teaching strategies (7 total subcategories)**, and **high levels of student and parent engagement (4 total subcategories)**, we chose specific survey questions that best captured the goal behind each subcategory. The percent of responses that indicated



“agree” or “strongly agree” with the question was determined to be the “score” for that subcategory. Subcategory responses were then averaged to create an overall score for each of the three areas under study. For the 2018-2019 academic year, MOT Charter School **Meets Standard** for its mission specific goals. In each of the three areas under study, **high academic standards with a focus on 21<sup>st</sup> century skills** (87.87%), **diverse and student-centered teaching strategies** (86.13%), and **high levels of student and parent engagement** (86.82%), scores exceeded the 60% threshold.

A detailed breakdown of survey results is below, providing scores for each subcategory and an overall category average. The headings for the subcategories are tied directly back to the original 5Essentials survey. Attached please also find an excel file of the complete responses for each question used in the analysis.

#### Mission-specific goal setting

- I. High Academic Standards with a focus on 21<sup>st</sup> Century Skills – **87.87%** (average of all 6 subcategories)
  - a. Ambitious Instruction
    - i. English instruction – teacher survey question 6, sub-question 1: **84.21%**
    - ii. Math instruction – student survey: **95.40%**
    - iii. Academic press – student survey: **91.20%**
    - iv. Quality of student discussion – teacher survey question 6, sub-question 3: **84.21%**
  - b. Classroom rigor – student survey: **99.00%**
  - c. Inquiry-based science instruction – student survey: **73.20%**
  
- II. Diverse & Student-centered Teaching Strategies – **86.13%** (average of all 7 subcategories)
  - a. Collaborative teachers
    - i. Collaborative practices – teacher survey question 10, sub-question 1: **89.47%**
    - ii. Collective responsibility - teacher survey question 3, sub-question 6: **94.74%**
    - iii. Quality professional development - teacher survey question 1, sub-question 3: **78.95%**
    - iv. School commitment - teacher survey question 3, sub-question 4: **68.42%**
    - v. Teacher-teacher trust - teacher survey question 5, sub-question 1: **89.47%**
  - b. Innovation - teacher survey question 8, sub-question 1: **100.00%**
  - c. Reflective dialog - teacher survey question 9, sub-question 4: **81.85%**
  
- III. High Levels of Student & Parent Engagement – **86.82%** (average of all 4 subcategories)
  - a. Involved families
    - i. Teacher-parent trust - teacher survey question 12, sub-question 3: **97.13%**
    - ii. Parent involvement in school - teacher survey question 12, sub-question 1: **89.48%**
    - iii. Parent influence on decision making in schools - teacher survey question 14, sub-question 5: **78.38%**
  - b. Academic engagement - student survey question 6, sub-question 3: **82.30%**

## References:

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

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

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

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

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

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

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

## **Performance Framework Reports**

MOT Charter School

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight
Education Program	1.a Mission Fidelity	2	2	100%	40%
	1.b Applicable State and Federal Requirements	10	10	100%	
	1.c Students with Disabilities	14	14	100%	
	1.d English Learners	16	16	100%	
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%
	2.b Oversight of School Management	4	4	100%	
	2.c Reporting Requirements	3	3	100%	
Students and Staff	3.a Students Rights	7	7	100%	20%
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%	
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%
	Transportation				
	Health				

Overall Rating	Required Score in Overall Percent	Required Ratings in Measures
Meets Standard	95% to 100%	Score at an Approaching Standard or Meets Standard in all Measures Ratings. A school is not permitted to receive an overall rating of Meets Standard if they Standard' in any measure rating.
Approaching Standard	87% to 94.4%	Score at an Approaching Standard or Meets Standard in the majority of the Me A school is permitted to receive an overall rating of Approaching Standard if th 'Far Below Standard' in any measure rating.
Far Below Standard	Less than 87%	Score an overall rating of 86.4% or less <i>and/or</i> Achieve more than one rating of 'Far Below Standard' in any measure rating.



Sub Indicator %		Overall Rating
100%	40.00%	100%
100%	30%	
100%	20.00%	
100%	10%	

receive a rating of 'Far Below'

measures Ratings.

they achieve no more than one rating of

Key Indicator	Measure	Sample School Points Awarded	Possible Points	% Earned
Education Program	1.a Mission Fidelity	2	2	100
	1.b Applicable State and Federal Requirements	8	8	100
	1.c Students with Disabilities	13	14	93
	1.d English Learners	16	16	100
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100
	2.b Oversight of School Management	3	3	100
	2.c Reporting Requirements	3	3	100
Students and Staff	3.a Students Rights	7	7	100
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100
Facilities,	Facilities			

Transportation, Health and Safety	Transportation	17	17	100
	Health			
<b>TOTAL</b>		# of Points Earned By School (example 81 Points)		

Key Indicator %	# points required to meet standard for this measure	Range of points needed for Approaching Standard	Cut score for Far Below Standard	Calculation	The Overall Score is Calculated after all the measures have been calculated
98	2	1	0	39	This is a calculation of all of the measures. See Below
	8	6 to 7	5 or less		
	14	11 to 13	10 or less		
	16	12 to 15	11 or less		
100	10	8 or 9	7 or less	30	
	3	2	1 or less		
	3	2	1 or less		
100	7	6	5 or less	20	
	2	0	0		



100	17	14 to 16	Less than 14	10
	82	71-81	70 or less	

**Performance Framework Reports :: Organizational Performance  
Framework Report 2019-20**

MOT Charter School

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight
Education Program	1.a Mission Fidelity	2	2	100%	40%
	1.b Applicable State and Federal Requirements	10	10	100%	
	1.c Students with Disabilities	14	14	100%	
	1.d English Learners	16	16	100%	
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%
	2.b Oversight of School Management	4	4	100%	
	2.c Reporting Requirements	3	3	100%	
Students and Staff	3.a Students Rights	7	7	100%	20%
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%	
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%
	Transportation				
	Health				

Overall Rating	Required Score in Overall Percent	Required Ratings in Measures
Meets Standard	95% to 100%	Score at an Approaching Standard or Meets Standard in all Measures Ratings. A school is not permitted to receive an overall rating of Meets Standard if they Standard' in any measure rating.
Approaching Standard	87% to 94.4%	Score at an Approaching Standard or Meets Standard in the majority of the Me A school is permitted to receive an overall rating of Approaching Standard if th 'Far Below Standard' in any measure rating.
Far Below Standard	Less than 87%	Score an overall rating of 86.4% or less <i>and/or</i> Achieve more than one rating of 'Far Below Standard' in any measure rating.



Sub Indicator %		Overall Rating
100%	40.00%	100%
100%	30%	
100%	20.00%	
100%	10%	

receive a rating of 'Far Below'

measures Ratings.

they achieve no more than one rating of

Key Indicator	Measure	Sample School Points Awarded	Possible Points	% Earned
Education Program	1.a Mission Fidelity	2	2	100
	1.b Applicable State and Federal Requirements	8	8	100
	1.c Students with Disabilities	13	14	93
	1.d English Learners	16	16	100
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100
	2.b Oversight of School Management	3	3	100
	2.c Reporting Requirements	3	3	100
Students and Staff	3.a Students Rights	7	7	100
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100
Facilities,	Facilities			

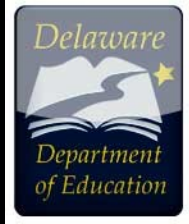
Transportation, Health and Safety	Transportation	17	17	100
	Health			
<b>TOTAL</b>		# of Points Earned By School (example 81 Points)		

Key Indicator %	# points required to meet standard for this measure	Range of points needed for Approaching Standard	Cut score for Far Below Standard	Calculation	The Overall Score is Calculated after all the measures have been calculated
98	2	1	0	39	This is a calculation of all of the measures. See Below
	8	6 to 7	5 or less		
	14	11 to 13	10 or less		
	16	12 to 15	11 or less		
100	10	8 or 9	7 or less	30	
	3	2	1 or less		
	3	2	1 or less		
100	7	6	5 or less	20	
	2	0	0		

100	17	14 to 16	Less than 14	10
	82	71-81	70 or less	



**Performance Framework Reports :: Financial Performance Framework  
Report 2019-20 (DRAFT)**



# Financial Framework Report MOT CHARTER SCHOOL

Reporting Period: July 1, 2019 to June 30, 2020

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. NEAR TERM INDICATORS

### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
0.37	3.20	3.05	2.98	3.24

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

### School Response To Rating:(Max 1100 Characters)

**Measure 1b. Days Cash:**

*Cash divided by (Total Expenses / 365)*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
213	195	172	169	158

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:(Max 1100 Characters)**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
96%	98%	94%	94%	97%

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:(Max 1100 Characters)**

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

School Response To Rating:(Max 1100 Characters)

## 2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 YR: 3.88%	1 YR: 5.62%	1 YR: -2.95%	1 YR: 0.91%	1 YR: 1.82%
3 YR: 10.17%	3 YR: 9%	3 YR: 1.93%	3 YR: 1.07%	3 YR: 0.05%

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:(Max 1100 Characters)

Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
0.73	0.73	0.73	0.73	0.71

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:(Max 1100 Characters)

Measure 2c. Cash Flow

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 YR: \$826944	1 YR: \$529038	1 YR: \$301936	1 YR: \$193092	1 YR: \$-81163
3 YR: \$1523433	3 YR: \$1355982	3 YR: \$830974	3 YR: \$495028	3 YR: \$111929

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:(Max 1100 Characters)**

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1.97	0.11	0.72	1.89	1.46

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

**School Response To Rating:(Max 1100 Characters)**

**3. FINANCIAL MANAGEMENT AND OVERSIGHT**

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
M	M	M	M	M

This measures 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.

School Response To Rating:(Max 1100 Characters)

## SUMMARY AND OVERALL RATING

### MOT Charter School

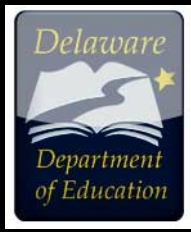
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2015-2016	F	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	AS	M	M	Meets Standard

**Performance Framework Reports :: Delaware School Success  
Framework (DSSF) 2018-19**

**<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=88&school=587>**

**Performance Framework Reports :: Organizational Performance  
Framework Report 2018-19**





# Organizational Framework Report

## MOT CHARTER SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Published: October 29, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

### 1. EDUCATION PROGRAM

#### Measure 1a.

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

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Based on information available to the DOE, the charter school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

#### Measure 1b.

**Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?**



Consistent with the school’s status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners ([U.S. Department of Education/Office of Civil Rights](#), Title III of the [Every Student Succeeds Act \(ESSA\)](#), and [Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners](#)), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students’ abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

## 2. GOVERNANCE AND REPORTING

### Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to [Del. C., Title 14, Ch. 5, §512 \(1-2\)](#);
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to [Del. C., Title 29, Ch. 100](#), [Del. C., Title 14, Ch. 5, §512 \(14\)](#), and [Del. C., Title 14, Ch. 5, § 504 Corporate status](#);
- Board training as required by statute, pursuant to [Del. C., Title 14, Ch. 5, §512\(15\)](#) and [Del. C., Title 14, Ch. 18, §1803](#);
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to [Del. C., Title 14, Ch. 15](#), [Del. C., Title 14, Ch. 15 §1508](#), and [14 Del. Admin. Code 736](#);
- Conflicts of interest, paperwork, and processes pursuant to [Del. C., Title 29, Ch. 58, §5805](#); and
- Conduct of meetings and other business in accordance with the requirements of [Del. C., Title 29, Ch. 100](#).

### Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to [Del. C., Title 14, Ch. 5, §512 \(5\)](#);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to [Del. C., Title 14, Ch. 12, §1270](#) and [14 Del. Admin. Code 108A](#); and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to [Del. C., Title 14, Ch. 5, §512 \(14\)](#).

### Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school’s authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to [Del. C., Title 14, Ch. 5, §513](#); and
- Reporting requirements related to conditions placed on the charter.

### 3. STUDENTS AND STAFF

#### Measure 3a.

Is the school protecting the legal rights of all students?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware’s Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to [Del. C., Title 14, Ch. 5, §512 \(13\)](#);
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to [Del. C., Title 14, Ch. 5, §512 \(11\)](#), including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

#### Measure 3b.

Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with [Del. C., Title 14, Ch. 5, §507 \(c\)](#), 14 Del. [Admin. Code 745](#), and [14 Del. Admin. Code 275, 12](#).

## 4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

### Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to [Del. C., Title 14, Ch. 5, §512 \(12\)](#), including:

- Fire inspections and related records including the requirements of [Del. C., Title 29, Ch. 82, § 8237](#);
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to [Del. C., Title 29, Ch. 29](#);
- Provision of student transportation in accordance with [Del. C., Title 14, Ch. 5, §508](#) and 14 [Del. Admin. Code §1150](#);
- Required nursing services and dispensing of pharmaceuticals 14 [Del. Admin. Code 800 regulations](#);
- Provision of a no- or low-cost breakfast or lunch under a [federal national school breakfast or lunch program](#) in compliance with [State Regulations](#)—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., [Title 29, Ch. 82, § 8237](#).

## SUMMARY AND OVERALL RATING

### MOT Charter School

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

### HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

## SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

### MOT Charter School

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	M	M	M	M	D	M	Meets Standard
2013-2014	M	M	*	M	M	M	M	M	M	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	D	M	M	M	M	M	N/R	M	M	M	Meets Standard



## **DESCRIPTION OF PREVIOUS YEARS MEASURES:**

### **1. EDUCATION PROGRAM**

- 1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?
- 1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

### **2\*. FINANCIAL MANAGEMENT AND OVERSIGHT**

*\* Data for this measure is now included in the Financial Performance Framework*

### **3. GOVERNANCE AND REPORTING**

- 3a. Is the school complying with governance requirements?
- 3b. Is the school holding management accountable?
- 3c. Is the school complying with reporting requirements?

### **4. STUDENTS AND EMPLOYEES**

- 4a. Is the school protecting the rights of all students?
- 4b. Is the school meeting attendance goals?
- 4c. Is the school meeting all staff credentialing requirements?
- 4d. Is the school respecting employee rights?

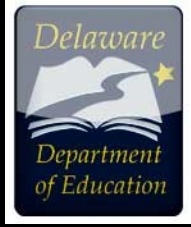
### **5. SCHOOL ENVIRONMENT**

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?

### **6. ADDITIONAL OBLIGATIONS**

- 6. Is the school complying with all other obligations?

**Performance Framework Reports :: Financial Performance Framework  
Report 2018-19**



# Financial Framework Report MOT CHARTER SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Published: December 09, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. NEAR TERM INDICATORS

### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.33	0.37	3.20	3.05	2.98

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

### Measure 1b. Days Cash:

*Cash divided by (Total Expenses / 365)*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
257	213	195	172	169

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.

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
97%	96%	98%	94%	94%

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:**

2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

## 2. SUSTAINABILITY INDICATORS

### Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: 19.75%	1 YR: 3.88%	1 YR: 5.62%	1 YR: -2.95%	1 YR: 0.91%
3 YR: 15.4%	3 YR: 10.17%	3 YR: 9%	3 YR: 1.93%	3 YR: 1.07%

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.

### Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.72	0.73	0.73	0.73	0.73

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

### Measure 2c. Cash Flow

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: \$696489	1 YR: \$826944	1 YR: \$529038	1 YR: \$301936	1 YR: \$193092
3 YR: \$470508	3 YR: \$1523433	3 YR: \$1355982	3 YR: \$830974	3 YR: \$495028

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.

**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
6.23	1.97	0.11	0.72	1.89

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

**3. FINANCIAL MANAGEMENT AND OVERSIGHT**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
M	M	M	M	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.

**SUMMARY AND OVERALL RATING**

**MOT Charter School**

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2014-2015	F	M	M	M	M	M	M	M	M	Meets Standard
2015-2016	F	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard



## **Renewal Report - April 30, 2020**





Delaware Department of  
Education  
2020-2021 Renewal Report  
MOT Charter School  
April 30, 2020

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#### **Attachments**

#### Attachments:

- i. 2016-2017 Annual Report
- ii. 2017-2018 Annual Report
- iii. 2018-2019 Annual Report
- iv. 2016-2017 Academic Performance Report
- v. 2017-2018 Academic Performance Report
- vi. 2018-2019 Academic Performance Report
- vii. 2016-2017 Financial Performance Report
- viii. 2017-2018 Financial Performance Report
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- x. 2016-2017 Organizational Performance Report
- xi. 2017-2018 Organizational Performance Report
- xii. 2018-2019 Organizational Performance Report

## Charter School Renewal Report

### Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal<sup>1</sup>. 14 *Del. C.* § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 *Del. Laws*, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

## I. OVERVIEW

### 1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	MOT Charter School
Year School Opened	2002
Enrollment 2019-2020 <sup>2</sup>	1375
Approved Enrollment	1420 (SY 2018-19)
School Address	1156 Levels Road, Middletown, DE 19709 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinimink School District
Website Address	<a href="http://www.motcharter.com/">http://www.motcharter.com/</a>
Name of School Leader	Ned Southworth
School Leader Email and Phone Number	ned.southworth@mot.k12.de.us (302) 376-5125 (K-8 Academy) (302) 366-2000 (High School)
Name of Board President	Jennifer Taylor
Board President Email	Jennifer.taylor@mot.k12.de.us
<b>Mission Statement:</b> MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.	

## 1.2 School Demographic Data:

Review the following chart with the school’s demographics at the time of submission (all information must be verifiable through state reporting tools):

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2016-2017 <sup>2</sup>	2017-2018 <sup>2</sup>	2018-2019 <sup>2</sup>	2019-2020 <sup>2</sup>
Total Enrollment	1159	1288	1314	1375
Gender				
% Male	49.70%	48.91%	48.48%	49.53%
% Female	50.30%	51.09%	51.52%	50.47%
Ethnicity/Race				
% African American	23.21%	22.83%	23.59%	24.44%
% American Indian				0.22%
% Asian	10.09%	11.57%	11.72%	12.65%
% Hispanic/Latino	6.13%	7.07%	7.46%	7.49%
% White	57.38%	55.67%	53.88%	51.71%
% Multiracial	2.93%	2.56%	3.12%	3.35%
Special Populations				
%Special Education <sup>3</sup>	6.04%	5.51%	5.78%	6.18%
% English Language Learners	1.55%	1.24%	1.98%	2.04%
% Low-Income	5.44%	6.37%	5.33%	5.16%

<b>School Comments 2018-2019</b>	by our records we had 11.11% low income students during the 2018-2019 year (based on the number of students receiving free and reduced cost meals
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<b>School Comments 2017-2018</b>	By our records we had 13% low-income students as of 9/30/17 (using number of students receiving free and reduced cost meals.
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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### 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.

Date	Modification Requested	Outcome
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<b>School Comments</b> 2018-2019	The school was not required to provide a response to this information
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<b>School Comments</b> 2017-2018	The school was not required to provide a response to this information
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<b>School Comments</b> 2016-2017	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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## 1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	2016-2017		2017-2018		2018-2019		2019-2020	
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count
K	75	75	75	75	75	75	75	75
Grade 1	75	78	75	75	75	75	75	78
Grade 2	75	78	75	78	75	76	75	75
Grade 3	75	78	75	78	75	75	75	76
Grade 4	75	78	75	78	75	78	75	75
Grade 5	75	79	75	78	75	79	75	78
Grade 6	78	78	78	78	78	78	78	77
Grade 7	78	79	78	78	78	78	78	78
Grade 8	78	78	78	79	78	78	78	76
Grade 9	188	182	188	187	188	174	188	188
Grade 10	166	159	185	155	185	177	185	173
Grade 11	148	117	164	134	183	150	183	179
Grade 12			145	115	162	121	180	147
<b>Total</b>	<b>1186</b>	<b>1159</b>	<b>1366</b>	<b>1288</b>	<b>1402</b>	<b>1314</b>	<b>1420</b>	<b>1375</b>

### DOE Summary:

MOT Charter School has demonstrated consistent enrollment over the course of its current charter term.

### School Comments 2018-2019

MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and were very close to our projected enrollment in the 9th and

	10th grades during the 2018-2019 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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<b>School Comments 2017-2018</b>	MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment in the 9th grade during the 2017-2018 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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<b>School Comments 2016-2017</b>	MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment of 188 students in the 9th grade during the 2017-2018 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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(10th grade in 2015-2016, 11th grade in 2016-2017 and 12th grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

**School Comments  
2016-2017** Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8th grade at MOT Charter School and were forced to return to their sending district or other choice or charter schools. In the three years since our high school opened, we have retained an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016 and 11th grade in 2016-2017) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

## II. Academic Performance

### 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.

## HISTORICAL DATA (SY 16/17)

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	4 Stars (110/150pts) Meets Standard
Growth	3 Stars (106/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	4 Stars (76/100pts) Meets Standard

<b>School Comments 2016-2017</b>	<p>MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 15 charter schools with students in grades 3-8, MOT is ranked second, third or fourth in reading and math performance at all grade levels as measured by the state’s SBAC assessment. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in these grades in the future.</p> <p>Because our high school is just in its infancy, it has not generated SAT growth score information yet, but early indicators are that the high school will earn similarly strong results. School wide attendance at MOT continues to be very strong - above 96.5% K-12 for the entire 2016-17 school year. In 2016-17, MOT Charter originated its first 11th grade class. The juniors, along with their peers in ninth and tenth grade, continue to blaze new territory for MOT, successfully completing many dual enrollment and AP classes.</p>
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## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is "Meets." In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall academic performance rating of "Meets Standard." While we are proud of this rating, we work towards receiving a rating of "exceeds standard" in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and professional development.

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (110/150pts) Meets Standard	
	School	State
ELA	81.40 %	56.63%
Math	68.73%	45.13%
Science	63.08%	47.45%
Social Studies	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA's Measures of Academic Progress (MAP) assessment as an internal measure to see how students are progressing in comparison to a national benchmark. Only 4% of MOT reading scores and 5% of MOT math scores fall in the bottom quarter of scores nationally, while 59% of MOT reading scores and 52% of MOT math scores are in the top quarter of scores nationally. The difference is most pronounced when looking at the top decile of student scores nationally - 29% of MOT reading scores and 26% of MOT math scores fall in this category. While science performance is still well above state averages, it is an area where we are not yet achieving to meet our own expectations. This area is particularly important to MOT because of our focus on science and technology, especially on our high school campus.</p>
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**b) Expected outcomes for Academic Achievement**

<b>School Comments 2016-2017</b>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-11 system will show growth. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning of the year and midyear MAP testing to inform instruction and to revise our goals for students.</p> <p>One area we would like to improve upon is science. Currently our proficiency rate exceeds the state by 16%, but this does not match our proficiency levels reading and math. While we have changed much of our instruction in science classes to the new Next Generation Science Standards, additional change needs to take place. These changes are not yet captured by the state’s DCAS assessment but will be captured by the assessment that replaces it in 2018-19. It is our belief that this assessment will show that successful implementation of NGSS has taken place. Our expected outcome for science is that our performance matches that of math and reading, and then all three of the content areas show similar growth going forward.</p>
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**c) Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2016-2017</b>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, DCAS, SAT) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students’ growth to similar schools within the state of Delaware and the internal monitoring assessments allow us to compare our students’ growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and create new learning for students. As our high school continues to grow and develop, we will also look at Dual Enrollment and Advanced Placement success rates to determine whether our students are ready and prepared for education after MOT.</p> <p>If the data shows any areas where students are not growing appropriately, we will take corrective action to address the problem. Possible actions include revising curriculum, extra help for struggling students, and professional development.</p>
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## 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (106/200pts) Approaching	
	School	State
ELA	66.83 %	50.00 %
Math	39.50 %	50.00 %

### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Growth in ELA at MOT remains strong. MOT’s continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC test.</p> <p>Students’ growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT receive the highest level of ‘exceeds’ on the state assessment, at a rate 20% higher than the state in grades 3-8. In particular, we have determined that while 80% of our students who start the year as a 4 on the SBAC maintain that level the following year, many of them are not meeting the growth target predicted by the state. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our highest achieving students, will show significant growth.</p>
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	As a result of our growth data in math, we have made a change and are implementing a new math curriculum in grades 4-5 in 2017-18, with a next step of analyzing our middle school curriculum for 2018-19. This new grade 4-5 curricula was selected based on our own examination of materials and comprehensive reviews by EdReports. It is better aligned to the Common Core math standards than our previous curriculum and provides resources that better match the level of rigor we are targeting in our classrooms.
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**b) Expected outcomes for Growth for all students**

<b>School Comments 2016-2017</b>	MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 school year and increase growth going into the 2017-18 school year. In particular, we expect that the percentage of our students hitting their goal target in math on the SBAC will improve by 10%. In addition to the steps mentioned previously (new curricula, data analysis, targeted professional development), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.
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**c) Progress measures to track Growth for all students**

<b>School Comments 2016-2017</b>	The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and readjust throughout the school year. This is true both for students in programs that require formal progress monitoring (students in RTI, students in special education, etc) and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.
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## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	96.57 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	MOT Charter School will graduate our first class of high school seniors in June 2018. As such, we have no current graduation data upon which to comment. MOT Charter School's entire On Track to Graduate rating is based on student attendance. Our yearlong attendance rate of 96.57% for 2016-17 remains higher than the state average. This high attendance rate is a result of strong connections with our families and the creation of a school environment where students feel safe, welcome and successful. MOT Charter School fully expects this trend to continue in the 2017-18 school year.
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we have found that members of our
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	<p>9th grade who have attended MOT Charter School during middle and elementary school are very well prepared and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared than others. We have instituted a mixed-grade advisory program that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year, while providing parents with a single point of initial contact should they have any academic or social concerns. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.</p>
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**c) Progress measures to monitor On Track to Graduation outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>Attendance rates are monitored at MOT on a daily basis. School Policy supports early intervention with families that are struggling with attendance. We make personal contact with these families to discuss barriers to attendance and seek ways to eliminate those barriers. Although we do not have graduation rate numbers yet, counselors and administrators at the high school closely monitor student performance and meet with each student individually to monitor their progress. As our high school continues to grow we will review the on track to graduate number each year, and make adjustments to our program as needed, providing students the support they require to ensure success.</p>
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## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools: College and Career Preparation** is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (76/100pts) Meets Standard	
	School	State
Growth to Proficiency ELA	89.53 %	59.19 %
Growth to Proficiency Math	61.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	The Growth to Proficiency Measure is designed to determine whether or not students in grades 3-8 are on track for proficiency in reading and math in the next three years. MOT Charter School's continued focus on growth has enabled our students to exceed the state averages on Growth to Proficiency by over 30% in reading and 26% in math. As mentioned previously, MOT significantly exceeds state proficiency percentages at all grade levels. Our own internal data shows, though, that our most struggling students are also showing growth. For example, the small number of students who fell in the bottom quartile of performance on the MAP reading and math assessments at the beginning of the 2016-17 school year, decreased by a further 20% by the end of the school year.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	Because MOT Charter High School is a new high school, we are not yet generating final data for the College and Career Preparation measure. This data is generated by a variety of means, including the number of students scoring a 1550 on the SAT, the number of students participating in coop opportunities, students receiving a score of 3 or more on AP tests, and the number of students receiving a grade of B or higher in state approved dual enrollment classes. MOT Charter High School has made a significant investment in performance in these areas and intends to receive a rating of Meets or higher in the future.
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	MOT Charter School will use the metrics from the Delaware School Success Framework (DSSF) to measure our growth. SAT, AP, Dual Enrollment, CTE and Growth to Proficiency are all measures that align with our school's mission.
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## SY 17/18 - SY18/19

### 2.1 Delaware School Success Framework

#### 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	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	100.00	72.00	72% Exceeds Expectations	100.00	71.00	71% Exceeds Expectations
Academic Progress	125.00	76.00	61% Meets Expectations	125.00	82.00	66% Exceeds Expectations
School Quality/Student Success	75.00	74.00	99% Exceeds Expectations	75.00	75.00	100% Exceeds Expectations
Graduation Rate	n/a	n/a	Not Applicable	75.00	73.00	97% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	50.00	35.00	70% Exceeds Expectations
Overall	300.00	222.00	74% Meets Expectations	425.00	336.00	79% Exceeds Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments

#### DOE Summary:

MOT Charter School has met or exceeded all academic metrics. The school consistently exceeds the state averages in academic performance.

#### School Comments 2018-2019

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. MOT Charter School scored higher than all Delaware school districts in reading and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, which measures reading and math knowledge in grades 3-8. In addition, among charter schools, MOT Charter School is ranked third in reading performance and third in math performance on those same assessments.

SBAC proficiency in reading at MOT was 26% above the state average in Language Arts and 23% above the state average in Math. Growth for reading and math both showed significant improvement this year as well. Because student

growth is a core concept for MOT Charter School, even with this improvement we continue to address the need of students to grow and look forward to even greater reading and math growth in the future.

Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math.

In 2018-19, 74% of MOT Charter High School students were proficient on the 11th grade SAT assessment in reading. This is 26% above the state average for reading, but was down 12% from the year before. 51% of MOT Charter High School students were proficient on the SAT math assessment. This is 23% above the state average for math and was an increase of 3% over the year before. In writing, 66% of students were proficient. This is 24% above the state average and an increase of 10% over the year before.

**School Comments 2017-2018**

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 17 charter schools with students in grades 3-8, MOT is ranked third in reading performance and third in math performance as measured by the state's Smarter Balanced Assessment Consortium (SBAC) assessment. SBAC proficiency in reading was 21.3% above the state average in Language Arts and 26.6% above the state average in Math. Math proficiency at MOT in 6th grade was the second highest among all schools in the state of Delaware. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in these grades in the future.

Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math. 86.3% of MOT Charter High School students were identified as proficient on the reading portion of the SAT, a strong increase of 8.5% over the year before. Reading proficiency for African American students was 80.9%, third highest in the state among all Delaware high schools. Our High School's proficiency level in reading is 36.5% above the Delaware state average. In math, MOT Charter High School's proficiency was sixth in the state at 48%. MOT's math proficiency level is 19.5% above the state average. Writing proficiency as measured by the SAT was 55.6%, sixth highest among high schools in Delaware. This was a significant increase of 17.6% over the year before.

## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is "Meets." In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

#### DOE Summary:

MOT Charter School has consistently met and exceeded state academic performance standards. The school has exceeded the state average in all four metrics the last three years.

#### School Comments 2018-2019

For the 2018-2019 academic year, MOT Charter School received an overall academic performance rating of Exceeds Expectations. This is an improvement over our Meets Expectations rating from the year before. While we are proud of the improvement shown in 2018-2019, and we are also proud to have received an Exceeds Expectations ranking, MOT Charter School realizes that there still are academic areas that require further growth.

#### School Comments 2017-2018

For the 2017-2018 academic year, MOT Charter School received an overall academic performance rating of 'meets expectations.' While we are proud of this rating, we work towards receiving a rating of 'exceeds expectations' in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and targeted professional development.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall academic performance rating of "meets standard." While we are proud of this rating, we work towards receiving a rating of "exceeds standard" in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and professional development.



## 2.2 Academic Achievement

Metric	2018-2019		
	Value	Points	Points Earned
Proficiency - ELA	77.52%	50.00	39.00
Proficiency - Math	63.06%	50.00	32.00
2017-2018			
Proficiency - ELA(grades 3-8 and 11)	77.62%	50.00	39.00
Proficiency - Math(grades 3-8 and 11)	65.17%	50.00	33.00

### DOE Summary:

In SY 18/19, MOT Charter School earned an “Exceeds Expectations” rating for Academic Achievement. ELA proficiency was at 77.52%, a slight decrease of .10% since SY 17/18 and 24.82% higher than the State average (52.7%). Math proficiency was at 63.06% a slight decrease of 2.11% since SY 17/18, but 20.96% above State average (42.1%).

- 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 2018-2019

MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA’s Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing.

In 2018-19, only 3% of MOT reading scores and 4% of MOT math scores fell in the bottom quintile of scores nationally, while 42% of MOT reading scores and 37% of MOT math scores were in the top quintile of scores nationally. Put another way, there are approximately eleven times as many MOT students in the top quintile as there are in the bottom quintile.

When looking at the very top level of performance, 23% of MOT students scored in the top 10% of reading students nationally and 20% scored in the top 10% in reading. In other words, MOT has twice the number of students scoring in the top 10% as the national average.

The state of Delaware has not yet released Science and Social Studies performance for the 2018-19 school year.

<b>School Comments 2017-2018</b>	MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA's Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing. In 2017-18, only 4% of MOT reading scores and 5% of MOT math scores fell in the bottom quarter of scores nationally, while 55% of MOT reading scores and 51% of MOT math scores were in the top quarter of scores nationally. The difference is most pronounced when looking at the top 10% of student scores nationally. Over a quarter of MOT Charter High School students fell in this top category in both reading and in math. The state of Delaware did not measure Science and Social Studies performance in the 2017-18 school year.
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b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

<b>School Comments 2018-2019</b>	MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning-of-the-year and mid-year MAP testing to inform instruction and to revise our goals for students.
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<b>School Comments 2017-2018</b>	MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning of the year and midyear MAP testing to inform instruction and to revise our goals for students.
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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?

<b>School Comments 2018-2019</b>	MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar students and schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for
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the year and to create new learning for students.  
If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

**School Comments  
2017-2018** MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and create new learning for students.

If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

### 2.3 Academic Progress

	2018-2019		
Metric	Value	Points	Points Earned
Growth - ELA	69.91%	50.00	35.00
Growth - Math	60.85%	50.00	30.00
Growth of Highest Quartile - ELA	67.21%	6.25	4.00
Growth of Highest Quartile - Math	62.79%	6.25	4.00
Growth of Lowest Quartile - ELA	79.44%	6.25	5.00
Growth of Lowest Quartile - Math	66.55%	6.25	4.00
	2017-2018		
Growth - ELA(grades 4-8)	63.83%	50.00	32.00
Growth - Math(grades 4-8)	58.49%	50.00	29.00
Growth of Highest Quartile - ELA(4-8)	65.34%	6.25	4.00
Growth of Highest Quartile - Math(4-8)	61.34%	6.25	4.00
Growth of Lowest Quartile - ELA(4-8)	63.00%	6.25	4.00
Growth of Lowest Quartile - Math(4-8)	52.87%	6.25	3.00

#### DOE Summary:

In the past two years, MOT Charter School has met or exceeded expectations for Academic Progress. MOT Charter School has outperformed state averages. For English Language Arts in SY 18/19 69.91% of MOT Charter School students met growth targets in English Language Arts, which was 8.99% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance improved from 63.83% to 69.91%, respectively.

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  
2018-2019**

Growth in ELA at MOT remains strong. MOT's continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.

Although the percentage of students meeting their SBAC growth target in math improved from 58.5% to 60.9% last year, growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT only receive the lowest rating of 'Well Below Standard' at a rate 21% lower than the state average and receive the highest level of 'Exceeds Standard' on the state assessment at a rate 16% higher than the Delaware average.

In math, the percentage of students in MOT's highest quartile that met their growth target showed modest improvement from 61.3% to 62.8%. The percentage of students in MOT's lowest quartile that met their growth target showed significant improvement from 52.9% to 66.6%. While this demonstrates substantial growth, it still shows work yet to be done as well. Our expectation for ourselves remains that that all of our students, including our lowest and highest achieving students, will show significant growth every year.

**School Comments  
2017-2018**

Growth in ELA at MOT remains strong. Our continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.

Students' growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT receive the highest level of 'exceeds' on the state assessment at a rate 21% higher than the Delaware average in grades 3-8. For the coming school year, we are focused on the fact that while 80% of our students who start

	<p>the year as a 4 on the SBAC maintain that level the following year, too many are not meeting the growth target predicted by the state. In addition, the growth of those MOT math students who fall in the State of Delaware’s lowest quartile is lower than other math students at MOT. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our lowest and highest achieving students, will show significant growth every year.</p>
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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

<p><b>School Comments 2018-2019</b></p>	<p>MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2017, 18, and 19 school years and increase our growth going into next year. Last year, we built upon our strong foundation and increased the percentage of students proficient on the SAT in math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware’s lowest quartile in math. In addition to the steps mentioned previously (data analysis, targeted professional development, etc.), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 and 2017-18 school years and increase growth going into next year. Last year, we already built upon our strong foundation and increased the percentage of students proficient on the SAT in reading, math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware’s lowest quartile in math. In addition to the steps mentioned previously (new curricula, data analysis, targeted professional development), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.</p>
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

<p><b>School Comments 2018-2019</b></p>	<p>The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust instructional goals throughout the school year. This is true both for students in</p>
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	programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.
<b>School Comments 2017-2018</b>	The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.

## 2.4 School Quality/ Student Success

Metric	2018-2019		
	Value	Points	Points Earned
Career and College Prep	103.95%	37.50	38.00
On Track in 9th Grade	98.70%	25.00	25.00
On-Track Attendance	96.25%	12.50	12.00
Proficiency - Science	n/a	n/a	n/a
Proficiency - Social Studies	n/a	n/a	n/a
	2017-2018		
Chronic Absenteeism (K-12)	95.29%	12.50	12.00
College and/or Career Preparedness(9-12)	104.41%	37.50	38.00
On Track in 9th Grade(grade 9)	97.49%	25.00	24.00
Proficiency - Science(5,8 and Biology)	n/a	n/a	n/a
Proficiency - Social Studies(4,7 and HS)	n/a	n/a	n/a

### DOE Summary:

MOT Charter School has exceeded the Value for attendance for SY 2018-19 at 96.25% and on-track to graduation for SY 2017-18 at 97.49%. MOT Charter School continues to excel in College and Career Preparedness for SY 2017-18 at 104.41% and for SY 2018/19 College Career Prep at 103.9%

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 2018-2019

Every family wants their child to graduate high school ready and prepared to further their education and enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 100% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

#### School Comments 2017-2018

Every family wants their child to graduate high school ready and prepared to further their education and have the skills to enter the workforce. The DSSF



report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 99% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

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

**School Comments  
2018-2019**

After a review of internal data for the 2018-2019 academic year, we found that 98.7% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and world language. Anecdotally, we also found that members of our 9th grade who attended MOT Charter K-8 building during middle and elementary school are very well prepared for MOT Charter High School and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.

**School Comments  
2017-2018**

After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we also found that members of our 9th grade who have attended MOT Charter K-8 building during middle and elementary school are very well prepared and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning. Data from 2017-18 shows strong progress as a result, with 97.5% of ninth graders successfully progressing to tenth grade, an increase of 6.5%.

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

<b>School Comments 2018-2019</b>	MOT Charter School earned 100% of the DSSF points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.
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<b>School Comments 2017-2018</b>	MOT Charter School earned 99% of the points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.
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## 2.5 Graduation Rate

Metric	2018-2019		
	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	97.32%	75.00	73.00
ESEA Adjusted 5-Year Graduation Rate	n/a	n/a	n/a
ESEA Adjusted 6-Year Graduation Rate	n/a	n/a	n/a
2017-2018			
4-Year Cohort Graduation Rate	n/a	n/a	n/a
5-Year Cohort Graduation Rate	n/a	n/a	n/a
6-Year Cohort Graduation Rate	n/a	n/a	n/a

### DOE Summary:

MOT Charter School had its first graduating class in June of 2018. Thus, SY 2018-19 was the first year that the school was eligible to earn a rating for this indicator. The school earned an “Exceeds Expectations” rating for Graduation Rate.

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.

<b>School Comments 2018-2019</b>	DSSF data for Graduation is lag data. The most recent data available shows that for the 2017-18 senior class, 97.3% of students graduated on time within four years. This high graduation rate is the culmination of four years of hard academic work by the teachers and students of MOT.
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<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware does not yet report a graduation rate for MOT.
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b) Looking ahead, what are your expected outcomes for Graduation Rate and what steps will you take to achieve them?

<b>School Comments 2018-2019</b>	Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.
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<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

<b>School Comments 2018-2019</b>	Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.
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<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.
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## 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	2018-2019		
	Value	Points	Points Earned
Progress Toward English Language Proficiency	69.70%	50.00	35.00
2017-2018			
Progress Toward English Language Proficiency	n/a	n/a	n/a

### DOE Summary:

Progress Toward English Proficiency was not applicable in SY 17/18 because the group size was not 15 or greater. In SY 2018-19, the school had a sufficient number of students and earned an “Exceeds Expectations” rating for English Language Proficiency.

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.

<b>School Comments 2018-2019</b>	2018-19 was the first year that ELP data was reported for MOT Charter School. 69.7% of MOT Charter’s ELP growth target was achieved. This is above the Exceeds Target goal of 64%. At both the K8 and HS campuses, ELP students receive instruction in a pull out program that addresses their English Language Learner needs.
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<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.
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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

<b>School Comments 2018-2019</b>	In 2022, the target for ELP growth will increase to 74%. Our goal for this coming school year is to meet that target. Currently, our ELL staff are engaged in professional development opportunities offered by the state in order to improve their ELL knowledge. It is our belief that the increased understanding of ELL needs will allow us to achieve this goal.
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<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.
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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.

<b>School Comments 2018-2019</b>	MOT Charter School uses the state WIDA assessment to track ELL student progress and to identify areas of strength and weakness that can be targeted in ELL support sessions.
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<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.
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### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain high academic standards with a focus on 21<sup>st</sup> century skills, utilize diverse and student-centered teaching strategies, and develop high levels of student and parent engagement. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the SEssentials survey. To measure high academic standards with a focus on 21<sup>st</sup> century skills, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure diverse and student-centered teaching strategies, we will review data from the 7 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure high levels of student and parent engagement, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to meet the standard of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be approaching the standard. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered far below the standard.

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?

Staff	Measure	Definition of Rating	Data Source	Data Collection Process	Measure
		<p><b>Meets Standard:</b> Average score of 60 or greater in all three assessment categories</p> <p><b>Approaching Standard:</b> Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p><b>Far Below Standard:</b> Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	SEssentials Survey	PDF Upload and entry into system by DOE.	1a1

**DOE Summary:**  
MOT Charter School has earned a “Meets Standard” rating for its mission-specific goal for the past three years of its current charter term.

**a) mission specific goal(s).**

<b>School Comments 2018-2019</b>	MOT Charter met our mission specific goal for the 2018-2019 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
<b>School Comments 2017-2018</b>	MOT Charter met our mission specific goal for the 2017-2018 academic year, achieving an average score of greater than 60 in each of the three main areas of

	focus – <i>high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
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<b>School Comments 2016-2017</b>	MOT Charter met our mission specific goal for the 2016-2017 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
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### 3.2 Organizational Performance

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

#### SUMMARY AND OVERALL RATING

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	
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

MOT Charter School has consistently met all Organizational Performance Framework Measures and standards over the course of its charter term.

#### a) School's organizational performance over the current charter term

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b></p> <p>MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Two of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.</p> <p>A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board’s members come with legal, financial, operational and marketing expertise. The Board of Directors and</p>
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the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- Head of School (4 years at MOT; previously 15 years as an educator, senior administrator and school leader; 8 years in business and operations management)
- K-12 Director of Student Services (10 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (5 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (15 years; previously a lead mentor)
- Business Manager (16 years)

#### Shared Accountability

MOT Charter embodies the phrase “it takes a village” not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school’s success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

#### Hiring Process Aligned with Our Mission

MOT’s hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen
- Telephone Interview
- Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
- Writing Sample Review
- Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding their lessons.
- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the

	<p>participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.</p> <p><b>Exit Interviews</b></p> <p>When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.</p> <p><b>Satisfaction Surveys</b></p> <p>MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p><b>Written Policies and Procedures</b></p> <p>MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b></p> <p>MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Three of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.</p> <p>A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board’s members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.</p> <ul style="list-style-type: none"> <li>• K-12 Director of Student Services (9 years; previously a K8 Academy Principal; three children attend MOT)</li> <li>• High School Administrator (14 years; previously a K8 Academy Dean and Principal)</li> <li>• High School Administrator (4 years at MOT; previously spent 15 years at a local district)</li> <li>• K8 Academy Principal (14 years; previously a lead mentor)</li> </ul>
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- Business Manager (15 years)

#### Shared Accountability

MOT Charter embodies the phrase “it takes a village” not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school’s success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

#### Hiring Process Aligned with Our Mission

MOT’s hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen
- Telephone Interview
- Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
- Writing Sample Review
- Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and two other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding the three lessons.
- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

#### Exit Interviews

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

#### Satisfaction Surveys

MOT Charter annually conducts surveys to obtain feedback from parents,

	<p>students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p><b>Written Policies and Procedures</b></p> <p>MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
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<p><b>School Comments 2016-2017</b></p>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b></p> <p>MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Three of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.</p> <p>A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board’s members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.</p> <ul style="list-style-type: none"> <li>• K-12 Director of Student Services (8 years; previously a K8 Academy Principal; three children attend MOT)</li> <li>• High School Administrator (13 years; previously a K8 Academy Dean and Principal)</li> <li>• K8 Academy Principal (13 years; previously a lead mentor)</li> </ul> <p><b>Shared Accountability</b></p> <p>MOT Charter embodies the phrase “it takes a village” not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school’s success.</p> <ul style="list-style-type: none"> <li>• Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good</li> </ul>
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of the school.

- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
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- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

#### Exit Interviews

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

#### Satisfaction Surveys

MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.

#### Written Policies and Procedures

MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights & Privacy Act Policy are regularly reviewed and updated.

**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2018-2019</b>	See Above
<b>School Comments 2017-2018</b>	See above
<b>School Comments 2016-2017</b>	See above

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

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<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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## Performance Agreement

### Organizational Performance Expectations

MOT Charter School's overall organizational rating is "Meets." In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

MOT Charter School has consistently met all Organizational Performance Framework Measures and standards.

<b>School Comments 2018-2019</b>	For the 2018-2019 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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<b>School Comments 2017-2018</b>	For the 2017-2018 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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<b>School Comments 2016-2017</b>	For the 2016-2017 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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### 3.3 Board Financial and Governance Members and Training

a) 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 (Board on Track Training) (PDMS Sessions 1,2,3) Date*
Mi Sadiq	Ali Khan	9/23/2015	1/24/2018	Board Member	11/25/19	12/5/19, 12/5/19, 12/5/19
Richard	Carroll Jr.	10/21/2015	10/21/2018	Board Member	11/29/19	9/25/19, 9/25/19, 9/24/19
Linda	Jennings	9/23/2015	9/23/2018	Board Member	Fall 2019	8/29/19, 9/5/19, 9/5/19
Travis	Piser	9/23/2015	9/23/2018	Teacher Representative	11/26/19	11/25/19, 11/25/19, 11/25/19
Lou	Savino V.	9/23/2015	1/24/2018	Vice Chair	12/16/19	11/29/19, 11/29/19, 11/29/19
Steve	Stallone	9/28/2016	6/28/2019	Board Member	11/27/19	11/29/19, 11/29/19, 11/29/19
Sam	Sullivan	9/23/2015	1/24/2018	Secretary	11/25/19	10/21/19, 10/21/19, 10/21/19
Jennifer	Taylor	9/23/2015	9/23/2018	Chair	11/25/19	11/25/19, 11/25/19, 11/25/19
Dave	Watlington	9/23/2015	1/24/2018	Treasurer	Fall 2019	8/29/19, 8/29/19, 8/29/19
Edward	Southworth	9/23/2015	1/24/2018	Head of School (ex officio)	9/25/19	8/29/19, 9/5/19, 9/5/19

#### DOE Summary:

MOT Charter School has established standards for ensuring its board members are properly trained.

#### School Comments 2018-2019

All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation in August of 2015, and participated in Board on Track's "Board Performance Assessment Master Class" in November of 2018. All members also completed the DDOE financial trainings at the time they joined the board. Further, we have committed to having all members complete the recently released Governance Training series (all three



b) 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Morris	Deputy	9/17/2014	9/17/2016	Parent Rep (no longer active on CBOC)	7/1/2011
Meryl	Hewett	9/21/2016	9/21/2018	MOT Business Manager	11/21/2013
Linda	Jennings	9/21/2016	9/21/2018	Board Member	7/1/2011
Lou	Savino	9/18/2013	9/18/2015	Parent Rep (no longer active on CBOC)	7/1/2011
Mike	Shearon	9/21/2016	1/1/2017	Community Member (no longer active on CBOC)	
Edward	Southworth	9/21/2016	9/21/2018	Head of School	7/25/2017
Steve	Stallone	9/16/2015	9/16/2017	Board member (no longer active on CBOC)	1/18/2011
Sam	Sullivan	9/18/2013	9/18/2015	Board member (no longer active on CBOC)	11/21/2013
Jennifer	Taylor	9/21/2016	9/21/2018	Teacher Representative	7/1/2011
Joe	Ulizio	9/21/2016	9/21/2018	Parent Representative	3/30/2017
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Dave	Watlington	9/21/2016	9/21/2018	Committee Chair	11/21/2013

**DOE Summary:**

MOT Charter School has established a system for ensuring CBOC members are properly trained.

<b>School Comments 2018-2019</b>	All members of the CBOC completed the DDOE financial trainings at the time they joined the committee. Further, we have committed to having all members complete the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.
<b>School Comments 2017-2018</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the <i>Board on Track</i> corporation in 2015, and participated in <i>Board on Track's</i> "Board Performance Assessment Master Class" in November of 2018. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.
<b>School Comments 2016-2017</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their "Governance Grader" tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 17/18 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.4 Teacher Retention

2016-2017			2017-2018			2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92.3	60	65	96	69	72	95	69	73

**DOE Summary:**

MOT Charter School has maintained a 92.3% or higher teacher retention rate.

**a) School’s plans to monitor and minimize teacher attrition rates**

**School Comments 2018-2019** We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.

**School Comments 2017-2018** We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and work hard each year to ensure that we offer as competitive a compensation package as possible.

**School Comments 2016-2017** We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and work hard each year to ensure that we offer as competitive a compensation package as possible.

**b) School's professional development plans support teachers and leadership.**

<b>School Comments 2018-2019</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, and diversity and inclusion committees.
<b>School Comments 2017-2018</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, diversity and inclusion, and innovation committees.
<b>School Comments 2016-2017</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity to teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, diversity and inclusion, and our newly formed innovation committee.

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” overall rating for 2018-2019. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul>
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	<ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> <li>• Board level Finance &amp; Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.</li> </ul>
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<b>School Comments 2016-2017</b>	<p>MOT Charter School received a “meets standard” in all but one section of the Financial Performance Framework, resulting in a “meets standard” overall rating for 2016-2017. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Budget Process</b></p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p><b>Transparency</b></p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p><b>Internal Controls and Fiduciary Oversight</b></p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> </ul>
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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	See above
<b>School Comments 2017-2018</b>	See above
<b>School Comments 2016-2017</b>	See above

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

**School Comments  
2018-2019**

**1. NEAR TERM INDICATORS**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

<b>2018-2019</b>
<b>94%</b>

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:**

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2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

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<b>School Comments 2017-2018</b>	School comments for SY <b>2017-2018</b> can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2016-2017</b>	School comments for SY 14/15 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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## Performance Agreement

### Financial Performance Expectations

MOT Charter School's overall financial rating is "Meets". In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### School Comments 2018-2019

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2017-2018

For the 2017-2018 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
Not Applicable.

<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments</b> <b>2018-2019</b>	<p><b>Supportive and Friendly Environment</b></p> <p>At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.</p> <p>Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.</p> <p><b>Involved Parents</b></p> <p>Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours each year, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Finally, parent volunteers regularly provide support in our library.</p> <p><b>Rigorous, Student-Centered Instruction</b></p> <p>At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding. Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students continue to excel.</p> <p><b>Responsive Curriculum</b></p> <p>Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement</p>
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results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

#### Early Intervention

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

#### Well-Rounded Arts Program Beginning In Kindergarten

We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the Academy of the Arts and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

#### K-12 Continuous Course of Study

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.



**School Comments  
2017-2018**

**Supportive and Friendly Environment**

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**Involved Parents**

Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Parent volunteers regularly provide support in our library.

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**Responsive Curriculum**

Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using

daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

#### Early Intervention

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Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

#### 1-to-1 technology program

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using Schoology as our

	<p>learning platform, students and teachers engage in a true blended learning experience. We have extended use of the Schoology platform to portions of our K8 Academy, and have also begun to transition our middle school grades towards a more classroom-technology-rich environment. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms. Our hope in the next few years is to extend our 1-to-1 program to include our middle school students as well.</p> <p><b>Commitment to Enrichment Programs at K8</b></p> <p>The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.</p>
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<p><b>School Comments 2016-2017</b></p>	<p><b>Supportive and Friendly Environment</b></p> <p>At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.</p> <p>Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.</p> <p><b>Involved Parents</b></p> <p>Involved parents are a key ingredient to MOT’s success. With over 500 family members logging almost 5,000 volunteer hours, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT’s sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors</p>
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#### Rigorous, Student-Centered Instruction

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#### Responsive Curriculum

Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

#### Early Intervention

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

#### Well-Rounded Arts Program Beginning In Kindergarten

We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the Academy of the Arts and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

#### K-12 Continuous Course of Study

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic

career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

#### 1-to-1 technology program

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using Schoology as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the Schoology platform to portions of our K8 Academy, and have also begun to transition our middle school grades towards a more classroom-technology-rich environment. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms. Our hope in the next few years is to extend our 1-to-1 program to include our middle school students as well.

#### Commitment to Enrichment Programs at K8

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

## References:

<sup>1</sup>A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

<sup>2</sup>Based on September 30<sup>th</sup> Unit Count

<sup>3</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

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

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

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

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

<sup>4</sup> US DOE Flexibility Letter can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA\\_Flex\\_Renewal\\_Letter\\_7-9-15.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf).

<sup>5</sup>Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

## **Original Charter Application**

**DELAWARE DEPARTMENT OF EDUCATION**  
**CHARTER SCHOOL APPLICATION FORM FOR**  
**A NEW SCHOOL TO BE OPENED**  
**SEPTEMBER 4, 2001**

MOT Charter School  
Name of Proposed School

Mrs. Robin Lester  
Name of Contact Person

Mrs. Robin Lester  
Head of Board

34 South Du Pont Highway  
St. Georges, Delaware 19733  
Mailing Address of Contact Person

September 4, 2001  
Opening Date

302-834-0813  
Telephone Number of Contact Person

Year 1: K-5, Year 2: K-6, Year 3: K-7  
Grades for school

First year enrollment                      450

Kindergarten through fifth grade

Second year enrollment                      525

Kindergarten through sixth grade

Third year enrollment                      600

Kindergarten through seventh grade

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments will serve as the approved charter for the school. A charter cannot be altered without the approval of the Secretary of Education and State Board of Education.



## Overview

1. As an introduction, describe the proposed charter school in one page or less. Include school level (primary, elementary, middle school, high school, K-12, etc.), grades to be served, target population (if any), school size, location (i.e. name of city or county), founding group, school focus or special educational approach, and any other descriptive information (i.e. parental involvement) that will provide a context for the remaining narrative in this application.

The mission of the proposed MOT Charter School is to open portals of opportunity for Middletown, Odessa and Townsend (thus "MOT"), Southern New Castle County communities through excellence in public education.

The founding group includes:

Mrs. Robin Lester  
34 South Du Pont Highway  
St. Georges, DE 19733

Kevin Hensley  
203 East Dickerson Lane  
Middletown, DE 19709

Jennifer Taylor  
107 MacArthur Drive  
Wilmington, DE 19804

Lacy Holly  
322 Great Oak Drive  
Middletown, DE 19709

Jennifer Holly  
322 Great Oak Drive  
Middletown, DE 19709

The program of this school is based on the fundamental belief that every child has a birthright to a first-class education, which adds meaning, dignity, and a sense of community. That birthright is delivered by combining the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices worldwide. MOT will prepare children to be informed, responsible world citizens who will proceed through their endeavors with proficiency, passion, and purpose. The school will serve as a community pillar for lifelong learning, pride, and self-actualization.

A special focus of MOT will be the agricultural history of Delaware. Through a partnership with the Delaware Agricultural Museum, students will learn about Delaware and Delmarva's agricultural heritage, agricultural industries and farm home life. Students will learn about grain harvesting, the evolution of the tractor, and the poultry, produce and dairy industries. It is important for students, and families, to learn about their State's rich agricultural history to keep this legacy alive.

Characteristics of MOT's education program include the following:

- K-5, adding one grade per year

- Projected first year enrollment of 450, adding 75 students per year
- Extended school year of 200 student days
- Extended school day of 7 hours 30 minutes
- Open enrollment for All Students
- Strong skills based on 3 Rs-- Reading, wRiting, aRithmetic, and as well as Arts, Research, and Reasoning
- Disruption-free Morning Basic Skills Program-3 Rs and Science
- Interdisciplinary program based on History of World Culture, the Paragon Curriculum
- Foreign Language—Spanish—for all students beginning in Kindergarten
- Resource Teachers in Spanish, Physical Education, and Music
- Full-Day Kindergarten
- Monthly School-wide Performance Assessments
- No Social Promotion
- Curriculum Alignment with Delaware Curriculum Standards and Standardized Testing Measures
- Pre- and Post-Testing of Students Annually
- Extensive Technology—1:3 Computers per Student
- After-school and Summer New Century Tutorial Program in Reading and Math
- Explicit phonics instruction in conjunction with content-rich classic and multi-cultural literature in the morning session of core subjects.
- Traditional Discipline/Contract with Parents via Code of Student Conduct
- Free after-school and Summer Tutorials for Teacher-Identified Students
- Extensive Parent and Community Volunteer Program

2. Statement of Need

a. Why is there a need for this type of school?

There is a need for a school that features an innovative curriculum, a longer school day and an extended school year.

According to the Delaware Department of Education Delaware Student Testing Program (DSTP), students in the four school districts in the Appoquinimink School District as follows in National Percentile Ratings:

Third grade Reading: Decreased in the period of 1998 to 2000—from 44.1 to 41.25

Third grade Math: Decreased in the period of 1998-2000—from 39.05 to 37.83

Fifth grade Reading: Decreased in the period of 1998-2000—from 45.43 to 40.2

Fifth grade Math: Decreased in the period of 1998-2000—from 38.93 to 35.70

With the exception of the 3<sup>rd</sup> grade reading test score, all 2000 test scores were less than the State of Delaware averages

b. Why is the charter school model an appropriate vehicle to address this need?

The MOT Charter School will focus all its resources to address the academic needs of its students, while parents and community supporters will be able to provide for the additional needs of students critical to their educational success. The MOT Charter School expects to attract students of all social and economic backgrounds, including children who would be termed “at risk.” While the structure and curriculum of the school will be suited for children of all academic abilities, they will be especially responsive to

the needs of children who come to the school already behind in their educational development.

The MOT's morning focus on the core curriculum will cultivate skills essential to academic success. The afternoon Paragon Curriculum will teach to the students' multiple intelligences. (A detailed description of the curriculum and Learning Standards and Objectives is attached in Exhibit C.) The school's 7.5 hour school day, 200-day school calendar, full day kindergarten, 1 – 3 ratio of computers to students, free before-and-after school and summer tutorial programs, and other unique strategies will support high academic achievement in all students.

In addition, this charter school will have a “no social promotion” policy, which requires that students earn their way from one grade to the next through academic achievement. “No social promotion” means that we use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The various assessment used include ITBS, New Century, performance assessments from the Paragon curriculum, as well as Delaware Student Testing Program.

Moreover, our “performance pay” plan for administrators and teachers ties their compensation to student performance, and ultimately, to job stability.

- c. How will this charter school improve public education in Delaware? What will be the school's key strategies for improving student performance? If the strategies are successful, are there any major barriers to the use of those strategies in non-charter public schools throughout the state?

The community will enjoy a significantly positive impact in many ways:

The school's building will be constructed or renovated and will house state of the art technology for teachers and students, as well as for use by parents and the community.

The school's building and grounds will be safe and secure for teaching and learning, as well as for students and community activities.

Student learning will be the purpose of the school.

Parents of all children will have ability to participate in the decision making process.

The school will provide 1 to 3 ratio of computers to students.

The school will have a full-day Kindergarten.

The school will offer 7 1/2-hour school days and a 200-day school year.

It is possible that many of these strategies could be used in non-charter public schools if the school districts and administrators decided to implement such changes.

- d. How will the education practices used in this charter school be shared with other Delaware educators?

MOT is planning to establish a partnership with the Delaware Agricultural Museum in Dover as part of our focus on the importance of agriculture in Delaware. MOT will

establish additional partnerships with communities, school districts and local businesses, enlisting their insight and commitment to providing a world-class education for all children. MOT will obtain financial support and direction from business for its educational programs and will seek partnerships with the local business community to attract volunteers. The school faculty and staff will be encouraged to participate in community activities.

MOT Charter School will conduct education workshops, enabling educators and community members to benefit from our computer technology and distance training. MOT will serve as a welcome and engaging center for life-long learning, dedicated to community service and outreach.

### **Qualifications of the Applicant**

3. Identify the group seeking the charter
  - a. Identify the names and the places of residence of the founding Board of Trustees and indicate which members are teachers certified in Delaware, parents, and community members. Describe how the location of the founding group of members is related to the proposed location of the charter school. Give a brief description of how the backgrounds of the founding group relate to their serving as founders of a public charter school.

The group consists of:

**Robin Lester**  
**Kevin Hensley**  
**Jennifer Taylor**  
**Lacy and Jennifer Holly**

**Bios of the founder and initial Board members are attached as Exhibit A.**

- b. Describe how the group came together, and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to prepare this application, please name them, describe their qualifications and the areas where they provided information and assistance.

The founders established a partnership with Mosaica Education, Inc., a Delaware corporation which manages eight charter schools, five in Michigan, two in Delaware, and one in New Jersey. The Board of Trustees will contract with Mosaica Education, Inc. to provide curriculum, training, administrative and other services. Following is a list of the members of the Mosaica Education management, teacher training and curriculum design team.

### **Management**

The management team for Mosaica Education, Inc., includes Michael J. Connelly, President; Gene Eidelman, Chief Operating Officer; Dawn Eidelman, Ph.D., Director of Curriculum; and Michael DiRaimo, Director of Partnership Development. Mosaica's corporate offices are located at 1675 Broadway, 16<sup>th</sup> Floor, New York, NY 10019, and 4040 Civic Center Drive, Suite 200, San Rafael, CA 94903. The phone numbers are 888-290-0695 and 415-491-1305.

Mosaica Education, Inc. was formed by Gene and Dawn Eidelman, who started Prodigy™ Consulting in 1988. Prodigy was an education management organization which developed and operated community and corporate-sponsored childcare centers and school-age enrichment programming. In less than seven years, Prodigy's corporate client list grew to include six of the ten largest American corporations, labor unions and government agencies. In January 1995, Prodigy was sold to Children's Discovery Centers of America, Inc. (CDCR), the fourth largest childcare company in the U.S.

Mosaica obtained its first management agreement with a board of a charter school in inner city Saginaw, MI on August 13, 1997 and opened it on September 22, 1997 with 260 students. The facility was expanded in February 1998 and its current enrollment is 450 students in grades K-7.

Mosaica's second management agreement is with Mosaica Academy Charter School of Bensalem, PA. It opened in the Fall of 1998 and was the first suburban K-6 charter school in the state of Delaware. The school has expanded to K-7<sup>th</sup> grade with an enrollment of 500.

Mosaica Education received contracts to manage six more schools in the fall of 2000 in Delaware, Delaware, and New Jersey. Another four schools have received authorization to open in the Fall of 2001. Currently, Mosaica-managed schools have a total enrollment of more than 3,000 students in grades K-7.

Michael Connelly is the President and Chief Executive Officer of Mosaica Education. Prior to joining Mosaica, he was President of Lepercq Capital Management and General Partner of venture capital partnerships managed by Lepercq. Mr. Connelly has an extensive background in business development, education management, venture capital, and law. He is on the Board of Directors of New Century Education Corporation, Columbia Law School Association, and New York Venture Capital Forum.

Dr. Dawn Eidelman supervises the development of curriculum, teaching methods and staff training. Dr. Eidelman has thirteen years experience as an exemplary teacher, college professor, curriculum designer and successful business executive. A multilingual specialist in the Humanities, she holds Master's and Ph.D. degrees from Emory University, is a published author and serves as Director of the Paragon Curriculum Design Team.

Gene Eidelman defected to the United States from the former Soviet Union in 1976 when he was 18 years old. In 1989, he was selected as One of the Ten Outstanding Young Americans by the United States Jaycees and as One of the Ten Outstanding Young People of the World by the Junior Chamber International. Mr. Eidelman has nineteen years of proven experience in finance, budgeting, marketing, human resources, quality assurance and organizational effectiveness in private and publicly owned companies, as well as a particularly strong acumen for delivering high quality private educational services under a myriad of contractual arrangements. Mr. Eidelman serves as Mosaica's Chief Operating Officer.

Michael Holmes, Ed.D. is Mosaica's Vice President of Operations and Curriculum. Dr. Holmes enjoyed a 28-year career in education working in school districts in Tennessee, Georgia, Colorado, Illinois, and Delaware. During his career, he has worked as a teacher, counselor, instructional coordinator, director of special education, assistant CAO, CAO, assistant superintendent, and superintendent. Dr. Holmes received his formal training at the University of Tennessee at Chattanooga, Memphis State, West Georgia College, and Peabody College at Vanderbilt. He has demonstrated expertise in the areas of leadership,

school improvement planning, teaching and learning, assessment, staff selection, and technology.

Randy Truelove, C.P.A. is the Company's Chief Financial Officer. Prior to joining Mosaica, Mr. Truelove was the chief financial officers for Children's' Discovery Centers of America, Inc., the fourth largest child care company in the U.S.

Michael DiRaimo is the Company's Director of Partnership Development. Mr. DiRaimo has a background in governmental affairs and education policy. He was the Director of Program Funding and Director of Government Liaison Services for the Pittsburgh Public School District from 1989 to 1994. Prior to that, Mr. DiRaimo was the Assistant Director, Government Relations, for the Delaware School Boards Association.

Rebekah Renshaw is the Company's Executive Vice President of Operations. Ms. Renshaw started her career as a first grade teacher. She later joined CDCR as a child care center director. In 20 years she became CDCR's Executive Vice President of Operations, responsible for 250 centers in 23 states. Between 1995 and 1997, she served as COO of the Prodigy division. Ms. Renshaw provides operations support to the CAOs of the charter schools.

#### **Advisory Board**

Mosaica's Advisory Board reviews curriculum development and assessment for Mosaica Education, Inc. It will be of benefit to the school, but it will have no formal relationship with the charter school.

Dr. Gene Carter, Executive Director of the Association for Supervision and Curriculum Development and recently published author of *The American School Superintendent: Leading in an Age of Pressure*, is the former superintendent of Norfolk, VA. With over 186,000 members from 122 different countries, ASCD is one of the largest education associations in the world, including superintendents, central office staff, CAOs, teacher, school board members, curriculum designers, university faculty and students. A veteran educator, Dr. Carter has served as a private and public school teacher, as well as public school administrator and university professor. Dr. Carter is active in community, business and civic organizations, serving on a number of prestigious boards. His fruitful career has yielded many honors and awards, including the 1991 Distinguished Alumni Award from Teachers College, Columbia University, where he earned his doctoral degree in instructional and curricular practice. In 1988, the American Association of School Administrators selected him as the first National Superintendent of the Year. He is listed in *Who's Who Among Black Americans*.

Dr. Mike Kneale, international motivational speaker and President of both Kneale Enterprises and Educational Research and Development Institute (ERDI), is the former superintendent of Colorado Springs, CO. A bout with cancer compelled Dr. Kneale to leave his position as superintendent. Overcoming enormous odds, he used his victory over the life-threatening illness to spur him on to a greater degree of commitment and passion to excellence in education. A champion of the underdog, Dr. Kneale has dedicated his second chance at life to revitalizing public education. To this end, he established ERDI, an organization that brings together outstanding leaders of American education and leaders of free enterprise who share a common commitment to improving education for all children in the U.S. A much sought-after, world-class motivational speaker on the power of human potential and the importance of quality in education, Dr. Kneale presents 200 days a year all around the globe.

Dr. John Porter, former Michigan State Superintendent, President-emeritus of Eastern Michigan University, and founder of the Urban Education Alliance is also the former superintendent of Detroit. Dr. Porter's long and distinguished career demonstrates an outstanding dedication and commitment to teaching and education. At the age of 38, he was the youngest chief state school officer in the nation and the first black state school superintendent in the United States. As CEO of the Urban Education Alliance, Inc., a non-profit foundation whose purpose is to assist urban school districts to increase student achievement and improve school effectiveness, Dr. Porter was instrumental in creating the *Sixteen-Step Strategic Planning Process*, designed to help urban schools thrive, rather than merely survive. Published author, member of several boards of directors and recipient of numerous awards and honors, Dr. John Porter was inducted into the Michigan Education Hall of Fame in 1992.

Wayne Vasher, Ed.D. recently retired from the position of the Company's Director of Partnership Development for Michigan. Prior to joining Mosaica, Dr. Vasher was Executive Director of the Charter Schools Office for Saginaw Valley State University. His previous experience includes 25 years as superintendent of school districts ranging in size from 4,000 to 30,000 students. Dr. Vasher's responsibilities included establishment and operation of Mosaica's schools in Michigan.

#### **Paragon Curriculum Design Team Leaders**

Anne Manyak, M.A. in Anthropology, seasoned public elementary teacher, curriculum designer, writer and managing editor, has worked on Macmillan/ McGraw Hill's *Adventures in Time and Place* videodisc series, *Ancient World 2001™* for the California Department of Education, as well as *Science 2001™* for the National Science Foundation. Ms. Manyak serves as a design team editor.

Eric Engdahl, M.A., Ph.D., Visual and Performing Arts specialist, contributes 15 years of experience in children's educational theatre as actor, director, producer and set designer, and has directed the last 3 summer institutes for the prestigious California Arts Project, a training program for elementary school teachers. A strong proponent of teaching to Multiple Intelligences in the classroom, Dr. Engdahl brings to the Paragon Design Team a remarkable gift for transforming rigorous content material into hands-on, experiential education that's tremendously fun. Dr. Engdahl serves as a design team editor.

Marie Judson, M.A. in Instructional Technologies, B.A. in English, and California Secondary credential in English and Computer Applications, brings experience in teaching, training, and instructional design and development from both education and corporate training environments. She has worked with school and community programs in assessing technology needs, designing effective training and support materials, and delivering training. Ms. Judson serves as the Director of Instructional Technology.

Kristina Baker, MCP (Microsoft Certified Professional) is Mosaica's Director of Information Technology. She brings over 15 years experience in computers, electronics, and networking; including system design, implementation, support and training. Prior to leaving the Navy, she was recognized as one of the Navy's best for her expert project-management and technical support organization.

Iris Martinez Kane was educated at U.C. Berkeley and U.C. San Diego Scripps Institute in biological sciences and marine biology. She has 12 years teaching experience in science and bilingual studies for both private and public schools. A National Science Foundation Fellow, Ms. Kane has worked for Prentice Hall *Science Explorer* CD-ROM series; Addison-Wesley *Science Insights* middle school series, MacGraw-Hill *The Nature of Life*, as well as Spanish-Language writing and editing for Addison-Wesley and Harcourt Brace. Ms. Kane serves as our design team Science and Spanish-Language writer and editor.

Margit Frenberg, M.A. has an extensive background in multicultural curriculum design and urban education. She has developed and implemented award winning supplemental academic programs throughout the San Francisco Bay Area. She has also consulted with schools and community-based organizations to assist them in solving their educational challenges. She is a key editor and writer for Paragon.

Wendy Frey is a published fiction writer and poet, and an experienced curriculum designer and educator. She teaches fiction writing and classes combining writing, art, and theater. Ms. Frey holds B.A. degree in English from Grinnell College, and a M.F.A. in Creative Writing from Goddard College. Ms. Frey serves as a design team editor.

Susan Key M.A., Ph.D. in Musicology, brings to the team a background rich in multi-grade teaching, curriculum design and professional musical performance. Most recently Dr. Key taught at the College of William and Mary and at the University of Maryland at College Park. Prior to that she participated in the curriculum design and implementation of an interdisciplinary school-wide program based on the history of human culture at one of the nation's top prep schools. She also wrote and consulted for Warner Music and Prentice-Hall. She is currently a music professor at Stanford University.

Sheri Scarborough, M.A. was educated at Princeton and Berkeley in English and Literature. She has seven years experience in teaching and designing curriculum for both private and public schools. Ms. Scarborough has assumed many leadership roles including facilitating a six-year review process at the high school level, and coordinating a program for immigrant students. She is Mosaica's language arts and assessment specialist.

In addition to Mosaica Education, Board Members will contact businesses, community groups, and the chamber of commerce to solicit input and support from leaders in the community. Community groups will be instrumental in providing guidance to customize MOT's program to the interests and needs of the community, in order to serve its students most meaningfully and effectively.

- c. Describe the plans for further recruitment of Board members of the school.

Community meetings will be held for this purpose. Guidelines and qualifications are as follows:

Necessary qualifications of Trustees:

- Bona fide resident of the State of Delaware
- Interest and experience in public education
- Commitment to mission and beliefs stated in the Charter

Number of Trustees: Minimum of five (5), maximum of nine (9).



Length of term of each:

Three years, with initial staggered terms of three years for one third (1/3) of the members Trustees, two years for one third (1/3) of the members Trustees, and one year for the remaining Trustees, with the right to reappointment for successive three year terms.

Proposed method of appointment or election:

Public notice will be given of vacancies on the Board. Interested individuals will be given an opportunity to apply for appointment to the Board. The Board will review applicants for each vacancy and recommend a candidate for each vacancy that exists on the Board after the initial Board has been appointed

Process for making executive decisions:

The Board will meet on a regular basis to make major policy decisions. The Chief Administrative Officer (CAO) and Mosaica Education, Inc. will be empowered to make executive decisions in line with the school's policies and procedures.

#### **Documentation of Incorporation**

4. Identify the name of the corporation, date of incorporation, and name of the corporation's chief operating officer. Attach a certified copy of the Certificate of Incorporation and any available by-laws of the corporation. The by-laws shall provide for representation of the school's teachers and parents of students on the Board.

The Corporation's name is MOT Charter School. Articles of Incorporation and By-laws are attached as Exhibit B.

#### **Mission and Purpose of the School**

5. Describe the purpose, mission, goals, and core philosophy of the proposed school.

MOT Charter School's purpose is to open portals of opportunity for children and adults in the community through excellence in public education. The school will serve as a community pillar for life-long learning, pride, and self-actualization. Looking to the past to prepare students for the future, MOT will combine the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices worldwide. By studying the great ideas of human genius that transcend time and place, MOT students will cultivate multi-cultural perspective and global awareness. MOT Charter School will prepare students to be informed, responsible world citizens who will proceed through their endeavors with purpose, passion and proficiency.

MOT Charter School will not track children by ability, convinced by compelling evidence that early tracking typecasts children into polarized groups of winners and losers. For slower learners, consigned to watered-down curriculum, the judgment too often becomes a self-fulfilling prophecy. Instead MOT teachers will compel all students to excel by concentrating on engaging every child in learning and by holding students to high standards. All students, including the best and brightest, will be stimulated and challenged by the Paragon Curriculum.

The premise for MOT is that character development and personal management skills should form the basis for schooling. Students must be empowered to take responsibility for their own learning and development. The school should facilitate the learning process

within an environment that encourages high ethical and academic standards and reinforces the positive values taught at home.

MOT's educational goal is to prepare students to be creative, intuitive and analytical thinkers with a solid understanding of the history of ideas. The content-rich Paragon Curriculum will prepare students to solve problems both individually and collaboratively, using critical thinking skills cultivated through comparative, interdisciplinary study. Extensive access to computer technology as an authentic learning tool will enable MOT students to address unprecedented career challenges and global opportunities facing them in the 21<sup>st</sup> century.

The Paragon Curriculum combines the pragmatism and rigors of a classical education with the best teaching practices worldwide, including technology. To the traditional 3 Rs of Reading, WRiting and ARithmetic, MOT adds Art, Research and Reasoning. In addition, foreign language will be taught as an integral part of the curriculum.

### **Educational Program**

6. Describe the school's education plan including the following:
  - a. Provide an overview of the curriculum in each content area. Indicate how the school's curriculum approach will focus on the state content standards and state performance indicators (if available at the time of application), as well as any additional curriculum objectives the school may have. Describe how the curriculum approaches are consistent with the assessment strategies that will be used. Indicate how the instructional strategies are consistent with the school's curriculum.

Following are the most important ways in which MOT's program differs from those offered by traditional public schools:

1. Explicit phonics instruction, in conjunction with content-rich classic and multi-cultural literature in the morning session of core subjects.
2. Math and science taught as discrete subjects, in the morning session, to cultivate skills essential to academic success.
3. Full-day Kindergarten.
4. 1 to 3 ratio of computers to students. Technology applications, including CD-ROMs and Internet sites are woven into the fabric of the curriculum, instead of segregating technology into a separate once-a-week computer class. Our classroom computers and strategic application of technology develop genuine computer literacy and allow students to experience the value of the computer as an integrated learning tool across the curriculum.
5. Integrated Paragon program in the afternoon, including social science, literature, philosophy, drama, music, art, science, history, math, geography and character development through the hands-on study of "great ideas" in world culture.
6. Foreign language for all students beginning in Kindergarten.
7. Approximately one hour per day more instructional time.
8. School year increased by twenty days.
9. Strong student accountability measured by a national standardized test administered twice each year.
10. Individualized personal learning plan for every child.

Attached to this application, as Exhibit C, are the scope and sequence of the Core and Paragon curriculum, the alignment with Delaware's History, Geography, Social Studies,

Economics standards (K-8), and supporting lesson plans. MOT will teach it's core Language arts, mathematics, and science using nationally recognized curricular programs with alignments to ITBS, ASCD, and to Delaware Content Standards. Our language arts, science, and mathematics learning objectives for each grade level, is attached. The school's software tutorial program will be aligned with Delaware's specific content standards. MOT's Middle Years (middle school) program, based on *International Baccalaureate*, is also included.

## **CORE CURRICULUM: MORNING PROGRAM**

### **Reading**

The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades K-2. MOT Charter School will teach content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 when children are making the transition from learning to read to reading to learn.

Leveled books from the classroom library will feature the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, MOT Charter School students will use a research-based spelling program that introduces them to spelling patterns and to high-frequency, high-utility words they use most often in their reading and writing. The spelling program further develops phonetic awareness and features an innovative CD-ROM extension to engage students further in spelling and proofreading practice.

The Socratic method featured by Paragon Plus literature program, as well as the multicultural reading selections make for a very compatible fit with the content-rich Paragon Curriculum, which is based on the history of ideas in world culture. Both Paragon Plus in the morning session and the Paragon Curriculum in the afternoon, employ an integrated interpretive reading and discussion program that encompasses all disciplines across the curriculum. Interpretive activities enable students to become more aware of their reactions as they read, develop a sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the curriculum, students practice many reading and thinking skills: recalling and organizing details from the story, drawing inferences, analyzing characters' motives, and finding the main idea of a passage or the text as a whole. The activities involve reading the selection twice - once for general meaning, and the second time for making notes while thinking of a central question. Next the group discusses answers to a central question to which there are many possible interpretations. Finally, each student writes an essay around another question related to the theme of discussion. Paragon Plus literary selections emanate from the historical period featured in the afternoon Paragon Curriculum.

### **Phonics**

MOT will use a highly effective phonics program for K-2 students and phonetically controlled, level classroom literary books to promote reading fluency and phonetic awareness. Phonemes are the smallest components of sound in language. As MOT students learn their letter formations, they acquire simultaneously the phonemic rules that govern the spelling and the pronunciation of the English language. MOT is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after "inventive" spelling patterns have taken root.

Spanish instruction at all levels further enables student understanding of parts of speech and other linguistic principles. Moreover, because Spanish is such a phonetic language, instruction in Spanish reinforces training in Language Arts phonetic awareness.

### **Writing**

Students write for a variety of purposes and projects. Some are daily assignments such as in journals, some are short-term assignments involving very few drafts such as letter writing and project proposals. Still other writing assignments are longer term (typically 4 weeks) and are assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments are either narrative or expository in nature. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Student works range from "The Hero's Journey in the Odyssey," to "A Letter to Joan of Arc," to the headline "FREE TEA IN THE SEA: The British are NOT Amused," and "A Biography of Martin Luther King, Jr." Narrative material usually is organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students use elements of style unique to each genre as models for their own writing.

### **Mathematics**

MOT Charter School will teach mathematics as a discrete subject in the morning session that is not subject to interruptions of any kind. In the interest of curricular continuity and quality assurance, MOT will adopt a school-wide program incorporating a well-designed manipulative element. MOT's software curriculum alignment program will ensure that it's curriculum meets or exceeds the State content standards and performance indicators. The rich and varied applications of math will be integrated into the Paragon Curriculum in the afternoon session for additional practice and application. Through Science ("Tools, Technology, and Innovations") units under each of the ten Human Eras and in measuring, counting and "marketplace" activities, the Paragon Curriculum will reinforce math skills cultivated in the traditional morning session. Moreover, by studying the lives of great thinkers in the history of ideas, students will encounter the intellectual contributions of prominent mathematicians and will apply their theories to concrete mathematical activities.

### **Science**

The Academy's science program will engage students in scientific inquiry by tapping into their sense of wonder about the world around them. Students wonder then plan how they will find answers to their questions. This leads them to conduct investigations, which may take form as activities, research, reading or interviews with experts. Students then reflect on what they have learned through their investigations and share the outcomes of their discoveries. As with Everyday Mathematics, Science Anytime by Harcourt Brace reveals to students the discipline's relevance across the curriculum and its applicability to our everyday lives.

## THE PARAGON CURRICULUM A World of Ideas That Make A World of Difference

### Across Eras, Continents and Disciplines

The unique Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills that will provide them with the necessary intellectual capital to succeed in mainstream culture. Rather than teach history in bits and pieces in arbitrary sequence, Paragon's fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by new precedents set by others.

Studying history across continents depicts for older students, the manner in which many ideas develop at the same time in independent cultures unaware of the other's breakthroughs. In comprehending synchronicity and the genealogy of ideas, students develop a larger conceptual picture of history and an enhanced awareness of the interrelationships of many areas of knowledge. Rather than memorize names, dates and wars in isolation, students recall the sequential circumstances surrounding these events and remember more readily both factual information and conceptual relevance.

The Paragon Curriculum is designed around eight ages of history or **Human Eras**, which constitute the monthly conceptual themes:

<i>The Ancient World</i>	40,000 B.C. to 500 B.C.
<i>The Classical World</i>	499 B.C. to A.D. 500
<i>The Middle Ages</i>	501 to 1459
<i>Renaissance and the New World</i>	1460 to 1600
<i>Kingdoms and Colonies</i>	1601 to 1752
<i>Revolution and Independence</i>	1753 to 1825
<i>The World in Motion</i>	1826 to 1913
<i>The 20<sup>th</sup> Century</i>	1914 to 2001

### Aligning Paragon with Local and State Standards

Although all Paragon students will immerse themselves in the historical, cultural and scientific worldview of the **Human Era** they are studying simultaneously with other grade levels, each grade will focus on a unique **Essential Question**. The monthly conceptual theme, or **Essential Question** allows teachers to foreground one unifying principle over others and to render reading, writing and academic content far more focused. This also enables Paragon to satisfy various local and state curriculum standards by highlighting those areas that students are expected to master at a specific grade level. Paragon provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with monthly units based on a conceptual theme which can be adapted for different grade levels. Paragon aligns its curriculum units with national, state and local district needs, freeing faculty to spend their time crafting creative and compelling lessons for the unique interests and needs of their students. Step-by-step Daily Lesson Plans are organized around **Investigative Questions**, the types that have no easy answers and that have captivated thinkers for millennia.

## THE CONTENT CORE OF THE PARAGON CURRICULUM

### History and Social Studies

Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Social studies constitute the organizing, chronological core of the Paragon curriculum precisely because it is multidisciplinary and interdisciplinary in nature. It provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

- Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. The mentality and application of racism will be explored. Discussions of Race vs. Racism and its effect on our society, i.e. race, gender, disabilities, etc., will be featured. As these issues grow increasingly complex, the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself.
- Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, Comparative Literature, Cultural Studies and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.
- Technology provides increasingly easy access to data bases that are interdisciplinary and multidisciplinary as well as to scholarship in many disciplines.
- Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

It is within this context that the Paragon Curriculum was conceived. It pays attention to the specific contributions of history, the social sciences, humanities, fine arts, the natural sciences, and other disciplines, while simultaneously providing an umbrella for the integrative potential of these several disciplines. Paragon's power stems from recognizing the importance of the disciplines and their specific perspectives in understanding topics, issues, and problems. Moreover, Paragon teaches students to recognize that topics, issues, and problems transcend the boundaries of single disciplines and demand the power of integration within and across them. Paragon employs a constructivist, student-centered approach to hands-on learning.

### Science

Science is also integrated into the Paragon Curriculum, which features biographies of great scientists, accounts of breakthrough discoveries, and detailed hands-on activities for students to stimulate interest in the scientific method. The interdisciplinary approach enables students to see science as an integral part of their lives, rather than as a daunting discipline.

The goal of the Paragon Curriculum is to enrich the science by integrating it with the liberal and fine arts, as well as with the social sciences, the synthesizing strands that weave together the Paragon Curriculum. Mathematics as the language of science, and of economics, also constitutes an integral part of the Paragon experience for students. The

Paragon Curriculum draws from and extends the morning session's traditional core program, *Science Anytime* and *Everyday Mathematics*.

### **Technology and Computer Literacy**

Technology is the application of scientific knowledge for the purpose of solving practical problems, extending human capacities, and improving the quality of life. The Paragon Curriculum emphasizes the use of technological tools to facilitate and enrich learning across academic disciplines. Information technology is the most frequently used technological tool. Students use computers to communicate via the Internet, to express themselves creatively, to solve problems, to organize data, to conduct research, and to explore mathematical and scientific principles through simulations.

To master true computer literacy, students require hands-on access to computers in real time, rather than isolated visits to a computer lab. THE ACADEMY will be equipped with a computer for every two to three children, as well as with a laptop for each teacher and administrator. The personal desktop computers will be linked to the Internet, affording access to curriculum and resources available in cyberspace or on disk. Paragon Lesson Plans direct students to specific Internet sites on a regular basis.

The school's library will be styled as a Media and Resource Center, supplying a library of excellent books and CD-ROMs. The library holdings will contain the books prescribed by the Core Knowledge Foundation and those that support the content-rich Paragon Curriculum, as well as TV/VCRs, overhead and slide projectors for pedagogy. The Multimedia Center will also feature a Multimedia Arts and Sciences Studio for student radio and video portfolio productions.

Each classroom will be equipped with a TV/VCR to support the distance learning technology, as well as the Paragon Curriculum, which features film clips from classic and quality motion pictures to make history come alive for students. Overhead projectors in every classroom will further enable teachers to engage students with the captivating transparencies that support the Paragon Curriculum.

### **The Arts**

Rather than relegate art, music and foreign language to the periphery of the curriculum, Paragon's design integrates them into its interdisciplinary center.

To truly integrate the arts into the Paragon Curriculum, teachers will be trained in the visual and performing arts. Daily Paragon Lesson Plans are outlined with step-by-step instructions to ensure seamless implementation. Art, drama, music and dance interrelated to the core curriculum draw many marginal students into the center of learning. Acting vicariously (not acting up) enables students to try on different roles without compromising their quality of life. It is no accident that "playing" (as in what children do) and "playing" (as in acting and putting on a play) and "playing" (as in playing a musical instrument) are the same word. Without the "play" in the process, it loses its validity and vitality.

Paragon's purpose is to make the arts a vital component of a child's education, while at the same time placing the strongest possible emphasis on the basic skills of reading, writing and arithmetic. The arts offer children opportunities to assimilate and apply what they have learned in ways relevant and meaningful to their experience. Their enhanced

skills of communication, analysis and self-expression enable them to compete far more successfully with their traditional learning classmates.

### **Music**

According to Plato, "Music...gives a soul to the universe, wings to the mind, flight to the imagination... and life to everything." The impulse to make music is ageless and universal. Music has the capacity to communicate volumes about an era and its people. The Paragon Curriculum conveys to students, features of the music of different eras and composers by having them sing, dance, and perform with rhythm instruments. Students also learn to listen for specific features and to discern how one era or culture often imitates and reinvents the music of another. All teachers, including the Spanish, Physical Education and Music Specialists will receive a Paragon cassette to accompany each of the eight five-week units and will be trained to integrate their respective fields to Paragon's school-wide program.

The music specialist will also conduct choral and instrumental instruction. The music specialist will consult with teachers on the musical portions of Paragon Lessons to draw from and extend the Paragon Curriculum in music class.

### **Foreign Language**

The school program will treat foreign language as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Spanish instruction will commence in kindergarten and build purposefully toward proficiency with each successive grade level. Communication will be lively and animated with vocabulary content tied thematically to the integrated curriculum. Moreover, multimedia pedagogical resources (videos, CDs, CD-ROMs, children's books) in the target language will convey to students the cultural experiences of their peers in Spanish-speaking countries. The program will cultivate the natural facility of younger students for foreign language acquisition by beginning at an early age with a high quality program.

### **Character Education**

Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Through content-rich study, children come to understand the expansive potential open to them if they can identify with early clarity their individual strengths and sense of purpose. Paragon students contemplate questions that have captivated thinkers for millennia: What makes a "Hero"? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future?

In addition, a dress code will be enforced. Emphasis will be placed on manners, discipline, attention, retention, and conflict resolution.

### **Achieving academic excellence through the Paragon Curriculum:**

Paragon's program is designed to increase the student's ability to read, study, search for information, use social science technical vocabulary and methods, apply the scientific method to real world situations, practice reasoning through mathematical analysis and logic, and use computers and other electronic media.



To develop this skill category, Paragon increases the student's ability to use the writing process and to classify, interpret, analyze, summarize, evaluate, and present information in well-reasoned ways.

Paragon cultivates the student's ability to conceptualize unfamiliar categories of information, to establish cause/effect relationships, and to determine the validity of information and arguments. The interdisciplinary Paragon Curriculum expands the boundaries of traditional, segmented courses to enable students to define their roles and responsibilities as enlightened citizens.

The Paragon Curriculum enhances the student's ability to express and advocate reasoned personal convictions within groups, to recognize mutual ethical responsibility in groups, to participate in negotiating conflicts and differences or to maintain an individual position because of its ethical basis. Paragon calls upon the student to work individually and in groups.

**By studying the history of human culture, students learn implicitly about values and ethics that transcend time and place.**

- Individual beliefs/majority rule
- Obeying the law/the right to dissent
- Cultural variety/cultural assimilation/uniformity
- Community progress/individual liberties
- Individual rights/public safety
- Celebrity vs. Heroism

b. Provide evidence of the school's curriculum aligning with the state content standards and state performance indicators (or comparable alternative indicators). Indicate how the instructional strategies are consistent with the schools curriculum.

The Academy is confident based on the in-depth research on Delaware standards and alignment provide by our curriculum consultants that the Paragon curriculum and the school's core curriculum will enable students to meet Delaware content standards. We attach a description of how the Paragon curriculum aligns with the Content Standards of the Delaware Department. Other comparable alternative indicators include the program's alignment with ASCD standards. These are included in Exhibit C.

c. Describe how the curriculum approaches are consistent with the assessment strategies that will be used.

The interdisciplinary, thematic approach integrates all areas of curricula to stress application of knowledge and skills. The unique Paragon Curriculum, which will constitute the afternoon program at the MOT Charter School, generates a school-wide monthly theme for learning, and relies upon a spiraling continuum for each theme (era in the history of ideas). The school program's multiple assessments also encourage students to learn in ways consistent with their individual learning styles, which increases learning opportunities.

d. What teaching methods will be used? How will this pedagogy enhance student learning?

## **Reading**

The school will provide a balanced approach to Reading instruction which combines the explicit teaching of mechanical skills necessary to cultivate fluency, along with the whole language activities designed to stimulate the young intellect and imagination and to inspire a love of reading. Roger Sensenbaugh writes in "Phonemic Awareness," in ERIC Digest, 1997, that a child's success in learning to read derives from three powerful predictors: 1) the preschooler's ability to recognize and name letters of the alphabet; 2) the child's general knowledge about text; and (3) his/her awareness of phonemes. MOT will set children up for success by developing in emerging readers these early aptitudes, and by blending explicit phonic instruction with whole language methodologies.

We concur with the Position Statement of the International Reading Association (January 1997):

When phonics instruction is linked to children's genuine efforts to read and write, they are motivated to learn. When phonics instruction is linked to children's reading and writing, they are more likely to become strategic and independent in their use of phonics than when phonics instruction is drilled and practiced in isolation. The most important element in the process of learning to read is that of acquiring the series of strategies that will allow children to decode or sound out words that are already in their vocabulary.

### **Writing**

This essential skill constitutes an integral part of the curriculum. Writing assignments develop from discussions in Socratic "Circle" Seminars based on Literacy Place readings, and on Paragon Curriculum multimedia, fine art and scientific selections. The methodology for Circle Seminars draws from Mortimer Adler's work on the Paideia approach.

Grammar and phonetic instruction arise authentically from these writing and editing experiences. Rather than isolate the teaching of these tools, our program demonstrates their applicability by teaching phonemic principles at the initial reading stage of a new selection and by conveying grammatical concepts at the final editing stage of a writing assignment.

The phonics program will introduce phonemes specific to the English language, teaching (and reinforcing to) students at all grade levels the spelling and pronunciation rules, which govern our language. Teachers will be trained to blend phonetic instruction seamlessly into writing and editing assignments with their students.

### **Mathematics**

The curriculum will feature units of study that follow the NCTM standards based on everyday life experiences. A skills-based program geared to high achieving students, the program will stress writing about and discussing mathematics. Black Line Masters which integrate social studies skills, such as map making, serve as a compatible fit with the afternoon Paragon Curriculum.

Although students will be expected to achieve mastery of all the basic computational skills, the school regards mathematics as far more than a calculating tool. Students will devote a considerable amount of time to solving complex problems that require interpretation and analysis beyond the superficial level. Instead of merely memorizing assorted formulas by rote, students will acquire an understanding of the fundamental ideas of mathematics and its logic.

### **Technology**

Technological advances accelerate at a rapidly changing pace, mandating a need in today's workplace for literate, analytical employees with a command of computer literacy and broadly informed problem-solving capacities.

To master true computer literacy, students require hands-on access to computers in real time, rather than isolated visits to a computer lab. MOT will be equipped each with a computer for every three children, as well as with a laptop for each teacher and administrator. The personal desktop computers will be linked to the Internet, affording access to curriculum and resources available in cyberspace or on disk. Paragon Lesson Plans direct students to specific Internet sites on a regular basis. The MOT library will be styled as a Multimedia and Resource Center, supplying a library of excellent books and CD-ROMs, as well as TV/VCRs, overhead and slide projectors for pedagogy. The Multimedia Center will also feature a Media Arts and Sciences Studio for student radio and video portfolio productions.

To make history come alive for students, MOT will have TV/VCRs to support the educational content videos, such as *Time/Life* and *Discovery Channel* titles related to Paragon historical and geographical topics. Overhead projectors in every classroom will further enable teachers to engage students with the captivating transparencies that support the Paragon Curriculum.

**The Paragon Curriculum features the following aspects of the best teaching and learning practices worldwide:**

**Integrated interdisciplinary work**

- Allows for more efficient use of time for students and teachers.
- Enables students to develop accelerated academic, aesthetic and technical skills.
- Instills in students a strong aptitude for assimilating disparate ideas.
- Presents opportunities to apply esoteric concepts to practical contexts.
- Provides mechanism through project-based learning for integrating newly acquired knowledge from different disciplines.
- Applies skills developed in reading, writing and mathematics to relevant, real-world situations.

**Essential Questions -- the Paragon Framework**

- Reflect the grand, sweeping patterns in the evolution of cultural world views.
- Represent a breakthrough in how people see themselves, their purpose or their relation to the physical world. Also exemplifies a transition in awareness of the material world or universe.
- Define a prevailing world view.
- Illustrate a "great" idea with relevance, significance and endurance which transcends time and place.
- Address the "so what" question that we would have students consider in their writing, performances and presentations.
- Amplify the role of common people who become heroes in developing ideas, inventions and art that become mainstream social norms

**Paragon instills and cultivates the following:**

- Strong interactive skills - cooperation, networking, teamwork and information pathway knowledge;
- Responsibility for learning - knowledge of one's purpose, identification of goals, development of a plan, gathering information, and implementation of a plan;
- A sense of wonder and inquiry;
- Decision making - identifying and struggling with complexities, solving problems and thinking critically, developing creativity, rather than strict conformity to conventional practices;
- Self-direction and personal initiative;

**Paragon's curriculum is powerful because it is meaningful.**

- Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.
- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.
- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning.
- The teacher is reflective in planning, implementing, and assessing instruction.
- Drawing from the Core Knowledge Foundation's advocacy of content-rich curricula, Paragon instills the cultural literacy and intellectual capital children need in order to succeed in mainstream contemporary culture. Paragon's distinction from Core Knowledge is our fully integrated, chronologically sequenced framework.
- All disciplines, including math and science, the liberal arts, fine arts, social sciences, foreign language and physical education weave strands of connection between different ways of knowing (epistemology.)

**Paragon teaching and learning are powerful because they are integrative.**

- Paragon is integrative in its treatment of topics.
- It is integrative across time and space
- Paragon teaching integrates knowledge, skills, beliefs, values, and attitudes to action.
- Paragon teaching and learning integrate effective use of technology.
- Paragon teaching and learning integrate across the curriculum.

**Paragon teaching and learning are powerful because they are value-based.**

- Powerful Paragon teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
- Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
- Rather than promulgate personal, sectarian, or political views, Paragon teachers make sure that students: 1) become aware of the values, complexities, and dilemmas involved in an issue; 2) consider the costs and benefits to various groups that are embedded in

potential courses of action; and 3) develop well-reasoned positions consistent with basic democratic social and political values.

### **Paragon Curriculum teaches the Multiple Intelligences.**

Multiple Intelligences, a term coined by psychologist and author, Dr. Howard Gardner, refers to seven domains of ability in which students can excel:

- Linguistic Intelligence- (speaking, reading, explaining things to others.)
- Logical-Mathematical Intelligence- (measuring recipes, balancing a checkbook, estimating distance.)
- Spatial Intelligence- (drawing, finding one's way around a room, picturing something in the mind's eye.)
- Musical Intelligence- (listening to music, singing, playing an instrument)
- Kinesthetic Intelligence- (playing sports, making things by hand.)
- Interpersonal Intelligence- (having friends, working or playing with a group)
- Intrapersonal- (enjoying time alone to think to wonder and to imagine.)

The last two intelligences, inter- and intrapersonal are comparable to "Emotional Intelligence," the determining factor for success in life delineated by Daniel Goleman, Ph.D. in his best-selling book by the same title. The first two intelligences outlined by Gardner, Linguistic and Logical-Mathematical, are those measured by standardized tests.

The morning program will be devoted to the "basics" of the first two intelligences—Reading/ Writing (including phonics and spelling) and Arithmetic/ Science. The afternoon session, the interdisciplinary Paragon Curriculum, cultivates all seven of these multiple intelligences, along with an eighth, the "Integrative Intelligence," which refers to the ability to make connections across disciplines.

### **Orchestrating the Paragon Curriculum**

Consider the metaphor of a musical ensemble such as an orchestra (the Paragon Curriculum) as it performs a specific musical composition (a grade level or specific course within the curriculum). At certain times, one instrument (a discipline such as history) takes the lead while others (such as geography and economics) play supporting roles. At other times, several instruments (history, fine arts, literature, etc.) or the full ensemble play together to fully address the composer's thematic aims. The quality of the performance derives from the composer's creation of the music (design of the Paragon Curriculum with the animated spark of creativity derived from exemplary teaching). Accompanying features includes the unique qualities of individual instruments (the contribution of individual disciplines), the acoustics of the setting (expertise of curriculum designers and teachers, school site facilities, and instructional resources). Crucial to the success of the performance are the skills of musicians and the conductor (students, teachers, curriculum design team and onsite curriculum coordinator). All must work collaboratively and synergistically to know when and how to express the meaning of the composition (curriculum).

- e. Describe how the educational program will address students with IEPs and/or accommodation plans.

When making educational placement decisions, we will ensure that parents are members of the group making these decisions and are subject to the requirements regarding provision of the least restrictive environment. MOT will follow all other guidelines issued by the Delaware Department of Education. If a child with an IEP (Individualized

Educational Program) at a public school enrolls in our school, we will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with IDEA. They will be subject to annual revision, but may be revised at will, if warranted.

MOT assures that the school will be in compliance as follows:

#### Provision of Special Education Services

The Charter School will fully comply with federal laws and regulations governing children with disabilities, particularly the Individuals with Disabilities Education Act (IDEA), as follows:

1. The charter school is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) to require special designed instruction.
  2. The charter school will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, which is acceptable to the Delaware Department of Education, and that children who have already been identified are re-evaluated by the multidisciplinary team at established intervals required by IDEA.
  3. When a multidisciplinary team determines that a special education student requires specially designed instruction, the charter school will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually.
  4. The charter school will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
  5. The charter school will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
  6. The charter school will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, the charter school where these students are enrolled is solely responsible for providing educational services during that period of exclusion from school.
  7. The charter school will fully comply with any and all requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
- f. Describe the school calendar and hours of operation. Provide the calendar for the first year of school operation.

## 2001-2002 SCHOOL CALENDAR

### 2001

September 4	First Day of School
October 12	Columbus Day
November 22, 23	Thanksgiving Break
December 15	Last Day Before Christmas

### 2002

January 2	School Resumes
January 14	Martin Luther King Day
February 11	Presidents' Day
March 25-29	Spring Break (or adjust to State)
May 27	Memorial Day
June 28	Last Day of School

This represents the tentative calendar for the first year of operation.

### SCHOOL DAY SCHEDULE

7:00-8:00	Before School Child Care for Students (Fee-Based)
7:45	School Open for All Students
8:00	School Day Begins (Kindergarten is full-day)
8:00-11:30	Core Curriculum: Reading: Socratic Seminar, Phonics Writing Workshop, Spelling, Editing Mathematics Hands-on Science
9:00&10:15	Morning Breaks
11:30-12:00	Lunch
12:00-3:30	Paragon Curriculum Social Studies, History, Literature, Philosophy, Science, Visual and Dramatic Arts, Film Making, Music and Physical Education integrated in conceptual monthly themes organized around the chronological history of great ideas.
1:15 & 2:30	Afternoon Breaks
3:45-4:45	After-School Tutorials (Free if prescribed by the teacher)
3:30-6:00	After-School Child Care (Fee-Based)

### Characteristics:

1. Morning instruction in the core curriculum disciplines will not be disrupted for announcements, pull-out programs, etc.
2. All breaks will be scheduled to minimize interruption of student work.
3. All teachers, including specialists in Music, Spanish, Physical Education will be trained to participate in Socratic Seminars in the morning session Reading and Language Arts program to reduce teacher to student ratios.
4. All students will receive interdisciplinary instruction in the integrated Paragon Curriculum comprising the afternoon session.
5. Teachers will be allotted an average of one-hour daily planning time.
6. Tutorials and after-school instructional programs are free to students who have been referred by teachers. Childcare is fee-based.

- g. Describe any other features of the school's educational plan (including special materials or focus on technology) which will aid the reviewers in understanding the unique nature of the school.

This is included above, in item 6a.

### **Measurable Student Performance objectives**

- 7. What are the specific performance objectives for students and what tools will be used to measure whether students meet or exceed those objectives? For example:
  - a. Describe the school's academic objectives for student learning for the initial three-year charter period and their relationship to the content standards set by the State Board of Education. Indicate the specific measurable performance targets on each objective for each of the initial three years of the charter.

MOT's objectives include higher standardized test scores, steady improvement in the quality of performance-based assessments, improved student attendance, higher graduation rates, superior teacher training, as well as enhanced motivation, satisfaction and morale on the part of students, teachers, parents and community members.

It is our goal that students who attend the Academy for three years will achieve grade-level proficiency as measured by the state assessments. The School will administer the survey instrument for the Iowa Test of Basic Schools (ITBS) (or other nationally recognized assessment test) to all new students within 30 days of the beginning of the school year to establish a "base-line measurement" and then again within 30 days of the end of the school year ("end-of-year measurement"). It is the goal of the Marion T Academy that the average performance on the assessment test will increase by the length of time between the baseline and end-of-year measurements, or that the average percentile rankings for the students on the end-of-year assessment shall have increased from the base-line assessment.

The school day and academic calendar will be extended, resulting in more than five additional years of instruction over the K-12 sequence. Increased learning time allows for greater mastery of curriculum content and for increased exposure to engaging enrichment programs that develop the whole student.

The interdisciplinary, thematic approach integrates all areas of curricula to stress application of knowledge and skills. The unique Paragon Curriculum, which will constitute the afternoon program at the MOT Charter School, generates a school-wide monthly theme for learning, and relies upon a spiraling continuum for each theme (era in the history of ideas). Multiple assessments also encourage students to learn in ways consistent with their individual learning styles, which increases learning opportunities.

Exhibit C includes the Language Arts, Mathematics, Science and Paragon curriculum Standards and Objectives.

- b. Describe the assessment tools that will be used including State assessments and other standardized or performance assessment that may be used. On what timetable will they be used? If relevant, how will these be developed?

As required by law, MOT will participate in the state assessment in each subject area at each grade required by the Department of Education.



In addition to the Delaware Student Testing Program and any other assessments called for by the State of Delaware, MOT Charter School will carry out its own multiple assessment program characterized by the following:

- Pre- and post-tests (e.g. ITBS) to all students as set forth above
- Criterion reference tests in Reading/Language Arts, Mathematics, Science, and Social Studies
- Student report cards (3 times per year)
- Parent Satisfaction Survey Concerning Classroom Instruction and School Climate (annually)
- Authentic assessments using portfolios—print and videotape

These tests will be used to evaluate the effectiveness of the school's educational program in helping the students achieve desired outcomes, and in measuring student performance relative to national norms.

### **Portfolio and Performance-Based Assessment**

**Portfolios:** MOT Charter School will rely heavily on student portfolios. These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These portfolios will include a variety of student work samples, along with observations and evaluations of student learning and performance by the student, peers, school staff and parents.

**Performance-based assessments:** These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. Each **Human Era** curricular unit will culminate in a collaborative video portfolio production. Children can elect to perform a programmed reading (i.e. Greek tragedy and comedy) or to design a documentary report (i.e. "A Day in the Life of a Medieval Knight.")

**Documentary assessments:** These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction. These methods of assessment are connected to students' lives and learning experiences and represent the real-world challenges they will face.

In addition to authentic assessment strategies, more traditional teacher-developed tests will also be used.

Rubrics for a sample Paragon Unit are attached in Exhibit C as an example of the above assessments.

- c. How will student evaluation information be used to improve student performance?

The results of the Delaware assessments and ITBS will be reviewed by teachers and administrative staff to determine the effectiveness of instruction with concurrent suggestions for improvement in methodology or curricular strategy.

Multiple formative tests will be devised using the professional judgment of individual teachers as they relate to the performance objectives and standards of the curriculum.

Test results will be used as a basis for measuring individual student progress and performance.

The academic program for MOT Charter School is designed to facilitate numerous learning strategies. Thus, the methods of student assessment will be varied in order to align with instructional approaches and individual learning activities in a given area. However, equal emphasis will be placed on mastery of “the basics” and on authentic assessment.

MOT Charter School will conduct on-going student assessments to collect qualitative and quantitative data to benchmark school performance against national and international standards. Additionally, to verify that its students are mastering core competencies, MOT will administer all standardized achievement testing required by the State.

The MOT Charter School will offer students the vital opportunity to display their depth of learning through assessment methods beyond traditional paper and pencil tests. MOT tries to make its educational program and authentic assessment practices responsive to Howard Gardner’s work on multiple intelligences. The use of technology as an integral tool for learning, and extensive exposure to the arts have proven highly successful in raising the interest and achievement of at-risk students.

In addition to instilling in students enthusiasm for learning, eagerness for academic challenge and passion for excellence, MOT Charter School will also promote in students a sense of personal accountability and a determination to be good citizens at school and in the community.

MOT will provide an academic village of SchoolHouses, comprised of all grade levels, in which children can develop their intellectual, social, psychological and vocational capabilities. MOT School will hold students to rigorous standards of academic and personal achievement and will provide the support necessary to assist them in fulfilling the full range of their respective intelligences.

- d. What actions will be taken when students do not meet performance expectations?

The ongoing assessment set-forth above, allows us to adjust students’ individualized programs under the New Century tutorial program.

These assessments will be used in a variety of ways notably to improve classroom techniques, strategies, and methodologies.

Students who are having difficulty keeping up with their classmates will be provided intensive tutorials before and after school to keep them on a “level playing field” with their peers. The New Century program provides parents, teachers and students with instantaneous information on a student’s performance in basic skills and suggests instructional activities to overcome deficiencies in performance.

- e. How will the school meet the school accountability requirements of the Delaware Accountability Act of 1998?

MOT Charter School’s Board of Trustees and Parent Committee will develop a school improvement plan that will be reviewed by the public prior to Board approval. The plan will include the provisions of Section 14—Accountability. MOT Charter School plans to achieve, at a minimum, “Accredited” status after two years of baseline data.

## Admission Policies and Procedures

8. What is the plan (including timetable) to be used for recruiting students? How will the school recruit a sufficient number of students to be financially viable?

The MOT Charter School will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Delaware for admission to a public school is qualified for admission to MOT. If more students submit applications by March 1, 2001 than can be accommodated by the school's capacity—class, grade, or building, a lottery will be held to enroll students.

October, 2000-February, 2001:

Public relations will be a strong part of the marketing program of MOT Charter School. We will draft a press release based on the highlights of MOT's high tech-humanities approach and distribute it to the media. We will hold enrollment meetings in Middletown, Odessa, Townsend and the Southern New Castle County area.

We will send letters to the HR director of major local corporate employers, outlining MOT's benefits to their employees—especially emphasizing summer programs and after school care. Our purpose in writing to these companies will be to get access to their employees for marketing the program. For the smaller companies we will create a flyer regarding the school or send a fax—or both. MOT Charter School will make presentations to the Chamber of Commerce and Realtors in the area. MOT Charter School will hire an independent public accounting firm to conduct a lottery, if it is necessary.

MOT will develop marketing materials that speak to parents' inquiries as to why they should enroll their child in the MOT Charter School.

The Charter School will hold its open houses for prospective students, parents and community supporters. Refreshments and a carnival atmosphere will attract families to the exhibit of educational programs to be featured at the new MOT Charter School.

We will display curriculum materials and will provide educational family entertainment. We will conduct Parent Seminars, featuring educational experts addressing topics such as: "The Basics and Beyond: How to Spark Creativity to Make Learning Come Alive" and "Reading + Writing + Arithmetic + Art = Results: Teaching to Multiple Intelligences." These provocative Parent Seminars will be open to the community at large, free of charge.

The Charter School will hold a Grand Opening for prospective families and for community and corporate supporters.

9. What is the plan for selecting students if more students seek admission than space allows?

The initial enrollment phase will be completed on March 1, 2001. In instances where a lottery is utilized for admission purposes, lottery practices will include the following:

- When a parent draws the name of one child, any sibling of that child who has applied to the school will also be admitted.
- A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year.

10. State law prohibits charter schools from limiting admissions except for a limited number of circumstances which are specifically permitted by Del. C., Title 14, Section 506. Which, if any, preferences authorized by this statute does the school propose to use?

N/A

11. How will the school accommodate at-risk and special education students?

The MOT Charter School program will ensure the necessary supports for at-risk students. The SchoolHouse model allows for a smaller, more intimate school within a school, and the interdisciplinary Paragon Curriculum teaches to the multiple intelligences, while building invaluable cultural literacy in an active and engaging manner. The school's rich, integrated use of technology enables us to custom-tailor our school-wide program to our students' unique skills and interests. The integrated high-tech/humanities approach encourages all students to realize their full potential, whether their needs are traditionally categorized as "at-risk," "disabled," "ESL," or "gifted and talented." MOT Charter School exposes students to the hands-on learning experiences that make a world of difference for those who are "at-risk" of academic failure.

MOT Charter School will review IEPs with incoming students. If parents and Special Education staff concur that a student's IEP is appropriate for his/her special needs, we will implement the program as outlined. If parents and Special Education Staff believe that an IEP should be amended, we will consult with outside specialists, as indicated by a specific student's special needs, to develop a new IEP that will best serve that student.

MOT Charter School will not establish student admissions criteria that would discriminate on the basis of race, socio-economic status, English language proficiency, special education disability or academic achievement level. When making educational placement decisions, we will ensure that parents are members of the group making these decisions and are subject to the requirements regarding provision of the least restrictive environment. MOT will follow all other guidelines issued by the Delaware Department of Education. If a child with an IEP (Individualized Educational Program) at a public school enrolls in our school, we will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with IDEA. They will be subject to annual revision, but may be revised at will, if warranted.

#### Provision of Special Education Services

MOT Charter School will fully comply with federal laws and regulations governing children with disabilities, particularly the Individuals with Disabilities Education Act (IDEA), as follows:

1. MOT is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) to require special designed instruction.
2. MOT will ensure that children who are suspected of having debilities are properly evaluated by a multidisciplinary team, which is acceptable to the Delaware Department of Education, and that children who have already been identified are re-evaluated by the multidisciplinary team at established intervals required by IDEA.

3. When a multidisciplinary team determines that a special education student requires specially designed instruction, MOT will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually.
4. MOT will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
5. MOT will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
6. MOT will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, the charter school where these students are enrolled is solely responsible for providing educational services during that period of exclusion from school.
7. MOT School will fully comply with any and all requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Second 504 of the Rehabilitation Act.

### **Administrative/Management Operations**

#### **12. Governance: Board of Trustees**

- a. What will be the roles and responsibilities of the Board of Trustees?

The Board shall have and exercise the corporate powers prescribed by the laws of the State of Delaware. The essential function of the Board shall be policy making, the assurance of sound management and active participation in the provisions of necessary funds. The Board has ultimate responsibility to determine general, academic, financial personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals.

Process for making executive decisions:

The Board will meet on a regular basis to make major policy decisions. The Chief Administrative Officer (CAO) will be empowered to make executive decisions in line with the school's policies and procedures.

Required Management Organization for the Board:

An affirmative vote of a majority of the members of the Trustees of the Charter School, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- School Calendar
- Adopting textbooks
- Appointing or dismissing Charter School administrators
- Adopting the annual budget
- Purchasing or selling of land
- Locating new buildings or changing the locations of old ones
- Creating or increasing any indebtedness
- Adopting courses of study
- Designating depositories for school funds

Entering into contracts of any kind where the amount involved exceeds \$200  
Fixing salaries or compensation of administrators, teachers, or other employees of the Charter School.

Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.

- b. How will new Board members be recruited and prepared to fulfill their responsibilities?

Community meetings will be held for this purpose. Guidelines and qualifications are as follows:

Necessary qualifications of Trustees:

- Bona fide resident of the State of Delaware
- Interest and experience in public education
- Commitment to mission and beliefs stated in the Charter

Public notice will be given of vacancies on the Board. Interested individuals will be given an opportunity to apply for appointment to the Board. The Board will review applicants for each vacancy and recommend a candidate for each vacancy that exists on the Board after the initial Board has been appointed.

- c. What will the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage the school? If there are plans to contract with an outside agency, identify the group and describe the relationship between the group and Board of Trustees, and outline the services the outside group will be providing. If an outside group is used to managed the school, a copy of the proposed management agreement with that group will be required at a future date.

The school will be managed by the Chief Administrative Officer ("CAO"). The CAO will supervise the Curriculum Implementation Facilitator (CIF), Instructional Technology Coordinator (ITC), Teachers, Teachers' Aides, Secretary and Bookkeeper. The Board of Trustees will contract with Mosaica Education, Inc. to provide instructional, administrative and other services.

Mosaica Education, Inc. (MEI) is a company that manages public schools at current district spending levels, either under contract with local school districts or funded directly by states under charter school laws that permit private management. MEI currently manages eight operating charter schools in three states, with four additional charter schools authorized and scheduled to open in the fall of 2000.

Following below is a summary of the educational and administrative services provided to a charter school through a management agreement that typically runs concurrent with the term of the charter granted by the authorizing agency.

**A. Educational Services.**

For the term of the Charter, Mosaica Education, Inc. (MEI) would provide to the MOT Charter School and its students the following educational services:

- Curriculum. The Paragon™ Curriculum and curriculum development;

- Instruction. Instructional services and personnel, including the principal, teachers and support staff;
- Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools;
- Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs; and
- Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter School as agreed to from time to time between MEI and the Board of Trustees.

The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the MOT Charter School, as adopted by the Board of Trustees and as provided for in the Charter.

#### **B. Administrative Services.**

For the term of the Charter, MEI would provide to the MOT Charter School the following administrative services:

- Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services;
- Facility Operation and Maintenance. Operation and maintenance of the charter school's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
- Business Administration. Administration of all business aspects of the charter school;
- Transportation and Food Services. Provision of transportation and food services for the students enrolled at the charter school, as required by the Board;
- Public Relations. Any and all advertising and public relations with the community and the media;
- Budgeting and Financial Reporting.
- Maintenance of Financial and Student Records.
- Admissions. Implementation of the Academy's admission policy;
- Student Hearings. Administration and enforcement of student disciplinary and special education;
- Semester Reports. MEI will provide to the Board on a semester basis (or more often if necessary for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing (A) the school students' academic performance, and (B) MEI's performance of the Educational Services and Administrative Services;
- Rules and Procedures. MEI will enforce the rules, regulations and procedures adopted by the charter school not in direct conflict with the management agreement, the Charter, the Code and other applicable laws and regulations. MEI will recommend rules, regulations and procedures applicable to the charter school and its students; and
- Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the charter school.

The Administrative Services will be provided in accordance with the Educational Program and the management contract.

- d. How will teachers and parents be involved in the decision making at the school?

Extensive pre-service and in-service training, combined with timely and consistent teacher performance evaluations will ensure that teachers and administrators enjoy a productive and communicative relationship.

Research and common sense indicate that children who have active parent involvement in their education perform well in school. Parents who apply for admission of their children to MOT Charter School will know that they are expected to be actively involved in their child's education at home and at school. To the extent allowed by law, parents will be required to participate in their child's education at school.

Parents will take an active role in decision-making with regard to the education of their individual child(ren) through contracts to be designed by teacher, parent(s) and student. Parents will also contribute to policy-making decisions through the input derived from an annual Parent Satisfaction Survey Concerning Classroom Instruction and School Climate.

### 13. Staffing

- a. What is the proposed size of staff that the school will have in each of its first three years of operation?

First year: 41

Second year: 44

Third year: 47

- b. List the staff positions and indicate the full-time equivalent for each position for the first year of school operation.

Chief Administrative Officer (Principal), 1

Curriculum Implementation Specialist, 1

Instructional Technology Coordinator, 1

Clerical, 2

Teachers, 18

Guidance, 1

Teacher assistants, 10

Custodian, 2

Special Education, 2

Spanish Teacher, 1

Physical Education, 1

Music Teacher, 1

- c. What is the plan for having certified special education teacher(s) available for students with disabilities?

MOT Charter School will provide Special Education Staff. MOT will review IEPs with incoming students. If parents and Special Education staff concur that a student's IEP is appropriate for his/her special needs, we will implement the program as outlined. If parents and Special Education Staff believe that an IEP should be amended, we will consult with outside specialists, as indicated by a specific student's special needs, to develop a new IEP that will best serve that student.



- d. What will be the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff?

The Chief Administrative Officer (CAO) will supervise the Curriculum Implementation Facilitator (CIF), Instructional Technology Coordinator (ITC), Teachers, Teacher Aides, Secretary and Bookkeeper, and other support services that may be provided through Mosaica's own employees or through service contracts for such services as psychological services, Special Education resource services, custodial care, maintenance, and food service. The timeline for hiring is in Section 18, Start-Up Activities.

Following are job descriptions for the Charter School teachers, CAO, Curriculum Implementation Facilitator (CIF), Instructional Technology Coordinator (ITC), teachers' aides, and school secretary.

### TEACHER

**QUALIFICATIONS:** Demonstrated competence as a Reading and Language Arts teacher, demonstrated competence in all areas of content responsibility, computer literate, respected as a student and as an individual, excellent verbal and written expression, strong interpersonal skills

**REPORTS TO:** CAO

**SUPERVISES:** Students, Volunteers, Assigned Support Staff, and Code of Student Conduct

**JOB GOAL:** To provide students with a first class learning experience which contributes to their development as enlightened and responsible citizens and as leaders in their communities

**PERFORMANCE RESPONSIBILITIES:**

1. Shares a commitment to the success of the mission, goals, and objectives of the Charter School
2. Accepts responsibility for the achievement of students
3. Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students
4. Demonstrates effective planning and organization for instruction
5. Selects appropriate materials for implementation of the Paragon Curriculum and adapts materials and methods to learning styles and abilities of students
6. Uses creative instructional methods and procedures and adapts effectively to unusual situations
7. Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles
8. Uses resources effectively to support learning activities in the classroom, the school, and the community
9. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences
10. Works cooperatively with parents and generates parents' confidence in the teacher

11. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations
12. Promotes good citizenship through actions as role model
13. Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship
14. Participates in the development of policies and regulations that affect instruction and conditions for success
15. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications
16. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school
17. Conducts himself or herself according to professional, ethical principles.
18. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships
19. Shares responsibility for marketing the Charter School in the community
20. Displays personal qualities which reflect favorably upon the individual, the group, and the school
21. Displays pride in being a teacher and a member of the Charter School team
22. Assumes other responsibilities assigned by the CAO

#### CHIEF ADMINISTRATIVE OFFICER (CAO)

**QUALIFICATIONS:** Master's degree, minimum three years outstanding experience in an education leadership position, superior written and oral communications skills, well respected as an education and community leader, exemplary human relations skills

**SUPERVISES:** All school staff and students

**JOB GOAL:** To provide school leadership to ensure excellence in teaching and learning, community support, and efficiency in operation.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Provides instructional leadership and excellent student achievement results through focus on the four basic element of curriculum, instruction, performance, and evaluation
2. Shares responsibility for development and implementation of the school's strategic plan
3. Communicates Board Actions to staff, students, and parents
4. Develops policy recommendations for the Board's consideration and action
5. Files required reports with local, state and federal education agencies, Board of Trustees
6. Maintains administrative records according to the Delaware Public School Code
7. Implements school budget, analyzes and controls expenditures with an understanding of the relationship between the instructional program and the budget process, and relies on cost benefit analyses for budgetary decisions
8. Prepares schedules, assigns staff, sets job performance standards, and evaluates staff
9. Generates public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program

10. Develops a Code of Student Conduct which defines responsibilities of administrators, teachers, parents, and students and which creates a safe, secure school for learning
11. Represents the Charter School at local, state, and national events
12. Develops effective staff and professional development programs that match school goals and individual goals to improve performance and model continuous professional improvement
13. Uses technology effectively for administrative, instructional, and communications functions
14. Demonstrates adeptness with the Paragon Curriculum and monitors its proper implementation and assessment
15. Schedules the use of time to protect academic subject blocks from disruptions to ensure effective and efficient use of time
16. Knows school law, including the implications on the educational program and on liability, keeps abreast of developments and consults with the Board members in times of uncertainty
17. Carries out marketing plans to attract students to the Charter School
18. Participates in local and state Principals' associations
19. Serves as a role model who acknowledges through actions and behaviors, the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose
20. Provides ethical leadership within the intellectual, cultural, economic, political, and governmental context in which the school operates
21. Assumes other responsibilities assigned by the Management Company

#### CURRICULUM IMPLEMENTATION FACILITATOR (CIF)

**QUALIFICATIONS:** Graduate degree in Social Sciences or Humanities, valid teacher certificate, demonstrated competence as a Reading and Language Arts teacher, Social Science and Humanities teacher, Media Resource Specialist and Teacher trainer. Demonstrated mastery of all areas of content responsibility, computer literate, respected as a leader, a teacher of teachers and as an individual. Exemplary verbal and written expression, strong interpersonal skills. Experience with oral history, or the performing arts.

**REPORTS TO:** CAO

**SUPERVISES:** Instructional Program Implementation in Language Arts and Paragon, Teacher Instruction.

**JOB**

**GOAL:** To provide teachers with an exemplary ongoing professional development program experience which contributes to their development as informed, responsible and accountable educators and as leaders in their classrooms.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Shares a commitment to the success of the mission, goals, and objectives of the Charter school.
2. Accepts responsibility for the successful implementation of the School's Program and for the achievement of students.
3. Assumes responsibility for coordinating and reporting monthly teacher feedback surveys on Paragon Curriculum to the Director of the Curriculum Design Team.

4. Experience mapping and implementing curriculum
5. Resource specialist for Multimedia Center and Hands-on History. Experience with oral history, or the performing arts. (Creates a Multimedia Display for each Paragon Unit.
6. Assumes responsibility for Parent Education at Paragon Programs, scripting transitions between student performances and providing narrative historical context and review of what students have learned during the time period studied.)
7. Excellent research and communication skills, including Internet research proficiency, working knowledge of MSWord and educational software.
8. Guides the teachers' learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
9. Leads teachers in effective planning, curriculum mapping and organization for instruction.
10. Selects appropriate materials for implementation of the Paragon Curriculum and guides teachers in adapting materials and methods across the curriculum to the learning styles and abilities of individual students.
11. Uses creative instructional methods and procedures and adapts effectively to unusual situations.
12. Motivates teachers to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
13. Organizes resources effectively to support learning activities in the classroom, the school, and the community.
14. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
15. Works cooperatively with parents and generates parents' confidence in the teacher and instructional program.
16. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
17. Promotes good citizenship through actions as role model.
18. Provides a school culture based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
19. Participates in the development of policies and regulations that affect instruction and conditions for success.
20. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications.
21. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
22. Conducts himself or herself according to professional, ethical principles.
23. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
24. Shares responsibility for marketing the Charter school in the community.
25. Displays personal qualities that reflect favorably upon the individual, the group, and the school.
26. Displays pride in being a member of the Charter School Leadership Team.
27. Assumes other responsibilities assigned by the CAO.

EVALUATED BY: CAO.

## INSTRUCTIONAL TECHNOLOGY COORDINATOR (ITC)

**QUALIFICATIONS:** Math, Science, or MIS degree, valid teacher certificate, demonstrated competence as a Math and Science teacher, Educational software resource specialist, Excellent research and communication skills and Teacher trainer. Demonstrated mastery of all areas of content responsibility, respected as a leader, a teacher of teachers and as an individual. Exemplary verbal and written expression, strong interpersonal skills. Experience troubleshooting Windows based computers, peripherals, and video equipment.

**REPORTS TO:** CAO

**SUPERVISES:** Teacher training in technology, Successful technology integration throughout the curriculum and in administrative organization.

**JOB GOAL:** To provide teachers with an exemplary ongoing professional development in math and science instruction and in technology integration across the curriculum which contributes to their development as informed, responsible and accountable educators and as leaders in their classrooms

### **PERFORMANCE RESPONSIBILITIES:**

1. Shares a commitment to the success of the mission, goals, and objectives of the Charter school.
2. Accepts responsibility for the successful implementation of the School Program and for the achievement of students.
3. Coordinates the New Century software tutorial program.
4. Specialist in educational technology integration across the curriculum.
5. Responsibility for assessment/accountability school-wide in Math and Science.
6. Exemplary research and communication skills, including Internet research proficiency, knowledge of MSWord and educational software.
7. Adept at developing graphic arts design work for Curriculum mapping, Graphic Organizers, etc.
8. Leads teachers in effective planning, curriculum mapping and organization for instruction in mathematics and science.
9. Assists the Design Team and the CIF in identifying exceptional educational software support for implementation of the Paragon Curriculum .
10. Uses creative instructional methods and procedures and adapts effectively to unusual situations.
11. Motivates teachers to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles.
12. Organizes resources effectively to support learning activities in the classroom, the school, and the community.
13. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
14. Works cooperatively with parents and generates parents' confidence in the teacher and instructional program.

15. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations.
16. Promotes good citizenship through actions as role model.
17. Provides a school culture based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
18. Participates in the development of policies and regulations that affect instruction and conditions for success.
19. Uses technology masterfully for instruction, record keeping and other administrative tasks, and communications and trains faculty and staff in the area in pre-service and in-service training sessions.
20. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school.
21. Conducts himself or herself according to professional, ethical principles.
22. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships.
23. Shares responsibility for marketing the Charter school in the community.
24. Displays personal qualities that reflect favorably upon the individual, the group, and the school.
25. Displays pride in being a member of the Charter school Leadership Team.
26. Assumes other responsibilities assigned by the CAO.

EVALUATED BY: CAO.

#### TEACHERS' AIDE

REPORTS TO: CAO or Classroom Teacher

1. Provide assistance to classroom teachers—especially with direct student instruction as determined by the teacher.
2. Assist in managing student behavior in playground, cafeteria, and hallways.
3. Provide clerical assistance in both the classroom and in the office as needed and assigned.
4. Provide general assistance for meetings, assemblies, fairs, productions and other special events.
5. Perform any assigned functions as directed by CAO or classroom teacher.

EVALUATED BY: CLASSROOM TEACHER AND/OR CAO.

MOT will begin recruiting quality teachers and administrative staff 2/15/2001.

- e. Will the school hire Delaware certified teachers? Will any non-certified teachers be hired? If non-certified teachers will be hired, what will be the procedures to ensure that the non-certified teachers are participating in alternative certification programs if available?

Of the teachers employed, a minimum of 65% will be certified. Non-certified teachers will be required to obtain certification within 24 months of employment. Teacher's aides will preferably hold an Associate's Degree and as a minimum, will have a high school diploma.

- f. What will be the teacher/student ratio of the school?

Class size will be limited to no more than 25 students.

- g. What will be the human resource policies governing salaries, contracts, hiring, and dismissal?

MOT will be an equal opportunity employer. Employees will be employed on an “at will” basis. The Board will hold an annual assessment of the individual Performance Pay Plans for Administrators and Teachers.

- h. If the school plans to operate outside of state benefit and retirement systems, what benefits will the school offer its employees (including insurance and retirement?)

#### Retirement and Health Insurance

All employees will be able to enroll in the Public School Employees’ Retirement System. All employees will be offered health care benefits similar to the health care coverage offered to employees of the local school district.

#### Time Off

Employees will accrue sick leave at the rate of ½ day per month, i.e. ½ of their normally scheduled daily hours of work per month, and will accrue additional leave to be used for discretionary leave or for bereavement leave for the deaths of parents, spouses, siblings and children at the rate of an additional ½ day per month.

Time off pay for hourly and salaried employees will be equivalent to the pay such employees would have received for the hours they are normally scheduled to work during their time off from work. Time off is not counted towards hours worked for purposes of calculating overtime. Employees who resign or are terminated for any reason during their employment will not receive payment for earned unused time off benefits. Time off benefits will not accrue while an employee is on leave of absence, unless otherwise required by state law.

If a holiday falls during an employee’s scheduled time off, the employee will receive holiday pay for that holiday. If the employee is eligible for such pay, he/she will not be charged for time off benefits for that day.

#### Sick Leave

Employees may use accrued sick leave to receive pay for absences due to illness, injury, disability or conditions requiring treatment by a health care practitioner. Employees should request such leave in writing thirty (30) days in advance. If this is not possible, employees should give as much advance notice as reasonably possible. Where an employee uses three (3) or more days of sick leave, the employee will be required to provide a statement from their health care practitioner, on a form provided by MOT – or containing information substantially identical to that required on the form, stating, among other things, the necessity for the sick leave requested. MOT may also require employees using sick leave of three (3) or more days to provide the School with the note of a health care practitioner authorizing the employee’s return to work. At the end of the academic year, employees will be reimbursed \$5/hour for every hour of unused accrued sick leave. Sick leave may not be carried over from one year to the next.

#### Discretionary Leave and Bereavement Leave

Employees may obtain bereavement leave in advance of its accrual. However, if an employee terminates his/her employment with the Company before the borrowed leave is accrued, the amount of such leave will be deducted from the final paycheck. Discretionary leave bereavement may not be carried forward from year to year.

The granting of requested sick leave, discretionary leave, or bereavement leave will be solely at the discretion of MOT, taking into consideration the reason for the leave, the needs of the School and other relevant circumstances.

- i. What professional development activities/opportunities will be made available to teachers and other staff?

All teachers in the MOT Charter School will be trained to teach Reading and Language Arts and to use technology for instruction, assessment, data management, and communication. Teachers will be talented communicators, purveyors of content knowledge, and professionals trained in effective pedagogy.

#### Teacher in-service education

In-service education in the MOT Charter School will be customized to the population of students and to the Paragon Curriculum. MOT training will also be on-going and connected. This contrasts to the more general approaches to in-service education prevalent in school districts which arises from less focused missions, goals, and objectives.

A recent Rand study reveals that new teaching strategies can require as extensive a period as 50 hours of instruction, practice, and coaching before teachers become comfortable with them.

The widespread use of technology in the MOT Charter School requires extensive teacher training. MOT is committed to providing the depth of pre-service and in-service training necessary to ensure exemplary teaching practices.

#### 14. School Accountability

- a. What methods of internal evaluation will be used by the staff to ensure that the school is meeting its stated mission and objectives?

The procedure and method for the internal evaluation/audit of the Charter School's programs will be generated by the mission of MOT Charter School and by the State Department of Education. The audit practices should begin with the educational program design and then test the success of the school's total program by identifying, collecting, analyzing, reporting, and using pertinent information for each program's future. Results of the audit will determine program refinement, program revision, or program elimination.

Data utilized for the audit and subsequent program decisions will include such information as the following:

1. The Delaware Department of Education for meeting and achieving Delaware Standards.



2. Meeting or exceeding all content standards outlined by the Department of Education, as these standards become available.
3. Iowa Test of Basic Skills, or other standardized tests used in the State, in Reading/Language Arts, Mathematics, Science, and Social Studies for insight into our students' preparation assessment tests and for knowledge of our students' achievement, relative to other students in America
4. Parent Satisfaction Survey Concerning Classroom Instruction and School Climate (Annually)
5. CAO's Evaluation of Staff (Individual and Summary Report to Board of Trustees Annually)
6. Student Report Card (three times per year)
7. Assessment of Performance Pay Plan for Administrators and Teachers (Annual Report to Board of Trustees)
8. The Department of Education shall have ongoing access to the records and facilities of the school to ensure that the Charter School is in compliance with requirements for testing, civil rights, and student health and safety.

b. How will the teachers and staff be evaluated?

Instead of having a different teacher every year, students in the MOT Charter School will progress through grades K-2 and 3-5 with the same teacher, a practice referred to as primary care teaching. Primary care teaching provides advantages for children, including a personalized student-teacher relationship, longitudinal teacher accountability for student achievement, and open communications between parents and teachers.

Teachers and administrators will be expected to subscribe fully to the mission, goals, and objectives of the MOT Charter School. Teachers will be on annual at-will performance-based contracts. MOT faculty will subscribe to a "performance pay plan," whereby compensation is linked to student performance.

The CAO will submit Individual and Summary Evaluation Reports of Staff to the Board of Trustees annually. The Board will also hold an annual assessment of the individual Performance Pay Plans for Administrators and Teachers.

c. How will the school be held accountable to the parents of children at the school?

Each child will have an individualized personal learning plan, jointly developed by the student, parent(s), and teacher. The learning plan outlines goals, details learning exercises and charts progress toward immediate and long-term improvement in student performance. This plan is created and maintained on-line, serving as a real-time report card and permitting highly reliable monitoring of student performance. The plan also affords easy retrieval of attendance, test and progress data.

The exemplary diagnostic and prescriptive software from New Century will enable MOT to custom-tailor our curricular materials in Language Arts and Mathematics to students' individual needs, and to monitor their progress. The New Century program provides parents, teachers and students with instantaneous information on a student's performance in basic skills and generates instructional assignments to promote proficiency in areas of weakness.

MOT will administer an annual Parent Satisfaction Survey Concerning Classroom Instruction and School Climate.

- d. What internal controls will be used for budgets and financial records?

The school budget will be prepared by Mosaica Education, Inc., and will be subject to approval by the Board of Trustees. Financial Statements, showing budget compliance, will be prepared on a monthly basis, and distributed to all members of the Board. Financial statements will be audited by a CPA firm licensed in Delaware.

All records will be maintained by administrative and clerical staff on school property. All information required to be disseminated to the general public, will be as so required by law.

15. What is the plan for facilities to accommodate all the students for which the charter is being sought?

- a. Where will the school be located?

The school will be located in the Middletown-Odessa-Townsend area of Southern New Castle County, Delaware in an acceptable building renovated for this school, or a new building constructed for the school.

- b. If a site has been identified, describe the site and how it will be suitable for the proposed school. Will the site be purchased or leased? When will the school's Board of Trustees have direct control of the site?

The site has not been identified. When a site is identified, improvements will be made to be in compliance with applicable building and safety codes and ADA. Mosaica Education, Inc. will make all necessary improvements to the property and will lease it to MOT Charter School. Improvements will be completed before June 30, 2001 and certificate of final occupancy will be submitted to the Department on or before July 1, 2001.

The facility will accommodate the first three years enrollment. The property will be large enough to cover future growth and additional classrooms should the charter be extended additional years.

- c. Are the facilities in full compliance with all applicable building codes for public schools and are they accessible for special needs students? If the site needs renovation, describe how the facilities will be renovated.

Improvements will be made to be in compliance with applicable building and safety codes and ADA. Mosaica Education, Inc. will make all necessary improvements to the property, which will be completed before June 30, 2001 and certificate of final occupancy will be submitted to the Department on or before July 1, 2001.

- d. What funds will be needed to acquire (purchase or lease) the facilities and ready them for school opening? What are the plans for obtaining these funds?

The necessary financing will be arranged by Mosaica Education, Inc.

16. What is the plan for transporting students to and from school?

- a. Will the school provide transportation or will the local district be asked to provide transportation for the school's students? Describe the plan for providing transportation to all eligible students.

The MOT Charter School will utilize a private contractor for student transportation. The contractor will be selected through a public bid process and shall be required to meet all the standards and requirements of transportation contractors established by Delaware laws and regulations.

Transportation will be provided to students in grades K-6 who reside in the district and live one mile or more from the school. In the third year and in the event that the charter school expands to include grades 8-12, transportation will be provided to students in grades 7-12 who reside in the district and live two miles or more from the school.

The charter school reserves the right to expand transportation services to students in K-6 who live closer than one mile to the school and for students K-7 who live closer than two miles to the school, if warranted by safety considerations.

- b. How will students who reside outside the district in which the school will be located be transported to the school?

The charter school's contract with a private provider will include provisions for eligible students who are not residents of the school district where the MOT is located. School bus routes will be established for such eligible students who reside within five miles of the school district boundary in which the charter school is located. For eligible students enrolled in the school who live more than five miles from the school district boundary in which the charter school is located, transportation will be provided to and from bus stops along the established bus routes mentioned above.

- c. How will special needs students be transported?

Special needs students will be transported in accordance with the requirements of State and local district(s) in which the students are located.

## 17. School Meals

Describe the plan for providing meals to students.

MOT intends to provide an on-site kitchen for food preparation. The Charter School will contract with a local quality food service provider to cook the meals. Free and reduced meals will be provided as required by Federal, State, and local code.

## 18. Start-Up Activities

What administrative tasks will be undertaken between approval of the charter and school opening? Describe the tasks, how they will be accomplished, who will accomplish them, and when they will be accomplished.

The Board of Trustees will oversee and Mosaica Education will undertake the following tasks upon approval of the charter:

Site Issues  
Identify site

June 2000

Finalize plans	August 2000
Start construction	October 2000
Complete construction	July 2001
Order Furniture/Materials	February 2001
Delivery of furniture and Materials	July 2001

Admission

Implement marketing and PR strategy	October 2000
Hold enrollment meetings	Oct. 99-Feb. 2001
Hold lottery	March 20
Send admission letters	March 31
Notify State	March 31
Establish wait list	March 31
Request student records	March 31
Roster of students	April 30

Staffing

Hire receptionist	February 2001
Hire CAO	March
Advertise Teachers' positions	March
Start interviewing teachers	April
Extend offers to teachers	June
2-week teacher training	August
First staff evaluation	January 2001
Second staff evaluation	June 2001

Financial Management

Arrange Insurance	Spring 2000
Identify and hire auditor	January 2001
Establish payroll	February
Open account	February
Produce financials reports	Monthly

Special Education Services

Identify students with IEP	May 2001
Acquire records	June 2001
Define services requirements	July-August
Hire/contract with providers	July-August

Food Service

Identify free/reduced lunch	June 2001
Select vendor	June 2001

Health & Safety

Health/safety handbook	February 2001
Send medical forms to parents	April 2001
Check for completeness	June 2001
Identify medical resources	July
Staff first aid training	August
Health and fire inspection	June 2001

## Financial Viability

### 19. Projected Budget

- a. What costs are projected for the twelve month period prior to school opening? What will be the sources of funds to cover these costs?

Please see Budget Worksheets attached as Exhibit D.

- b. Are there plans to conduct any fund-raising efforts to generate startup capital or to supplement the per pupil revenues from the state and local districts? If so, please explain.

MOT Charter School will apply for all relevant state and federal grants and will seek financial support from local foundations committed to excellence in public education.

- c. Will there be other sources of revenue in addition to the state and local entitlements? If so, please identify all other sources of funds?

Please see attached worksheets, Exhibit D.

- d. What will be the budget for the school (please use the attached budget worksheets)?  
Note: state and local revenue estimates may be obtained from the Education Specialist for School Accounts at the Delaware Department of Education, Jerry Gallagher, (302) 739-4664.

See attached Exhibit D.

Please note: The calculation in the attached budget for Other Federal Funding is based on an estimate of \$350 per student in the first year, increasing \$10 per student per year thereafter. Assuming (i) 15% of students will be classified as below the poverty line, and (ii) 15% will require IEPs, federal funding would be approximately \$350 per student.

- e. What will be the back-up plan for the finances of the school if actual enrollment is below the projections presented in this application? What is the minimum number of students the school can enroll each year to remain open?

The minimum number of students for the school to be academically and financially viable in year one would be 250. The reduced revenue would be offset by the reduced expenditures required for less students. We anticipate adding a minimum of 50 students per year (and could add 250 in year two if the initial enrollment was 250). A minimum enrollment for year two would be 300, and for year three would be 350. For more budget information, see attached Exhibit D.

- f. If the school is managed by an outside group(s), what financial arrangements will be made between the Board of Trustees and this group(s)?

Attached as Exhibit E is sample management agreement which specifies the financial arrangements.

Please note: Included in the amounts payable to the management company for "Curriculum & Training" in the "Student Support" section of the budget are the costs associated with the professional development and in-service training to be provided in accordance with this Application; the provision of the Paragon Curriculum; and the

supervision of the implementation and integration of curricular material acquired from other publishers.

- g. If public funds remain at the end of a fiscal year, what will be the disposition of those funds?

Funds will be retained in Charter School reserve account.

## 20. Financial Operations

How will the financial operations of the school (in the areas of accounting, payroll, purchasing, compensation, and benefits management) be managed?

Purchasing procedures will be modeled after the requirements of the Public School Code, but will provide as much flexibility as possible consistent with the need for adequate control and oversight and the need to create and maintain competition for school purchases.

The MOT CAO shall establish a revolving checking account from which he/she will be authorized to spend up to \$500 on any single transaction for the purchase of supplies, materials, instructional aids, educational software, books, transportation and/or tickets for special events. Such a checking account will be established with the signatures of the CAO and the Bookkeeper. The CAO's signature indicates that the expenditure is consistent with the instructional needs of the school and consistent with the guidelines established by the Board of Trustees. The Bookkeeper is authorized to reimburse the account at appropriate times to reestablish the \$2,500 limit out of the general account of the Charter School with receipts documenting each expenditure.

Expenditures in excess of \$500 and up to \$10,000 will only be permitted when sufficient funds remain in the budget and only with three bids made. Such expenditures are authorized by the Board of Trustees, but will require that a summary of such expenditures, the name of the vendor, the amount of the purchase and the purpose of the purchase be submitted to the Board of Trustees at each monthly meeting for ratification.

Expenditures in excess of \$10,000 will require prior approval of the Board of Trustees and a minimum of three bids to ensure competition and advertising where appropriate. The Board of Trustees will develop additional procedures as the need arises.

Required financial procedures: The Treasurer of the Charter shall deposit the funds belonging to the Charter School in a depository approved by the Board and shall at the end of each month make a report to the Charter Board of the amount of funds received and disbursed by him or her during the month. All deposits of Charter School funds by the Charter Treasurer shall be made in the name of the Charter School.

The Board of Trustees of a Charter School shall invest Charter School funds consistent with sound business practice. Authorized types of investments for Charter Schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentality's
- Deposits in savings accounts or time deposits or share account of institutions insured by Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance

Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

Obligations of the United States of America or any of its agencies or instrumentality's backed by the full faith and credit of the United States of America, The State of Delaware or any of its agencies or instrumentality's backed by the full faith of the State, or of any political subdivision of the State of any of its agencies or instrumentality's backed by the full faith and credit of the political subdivision.

Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. \*80a-1 et seq.).

Note: All investments shall be subject to the standards set forth in the Delaware School Code.

The School Treasurer shall settle his accounts annually with the Board of School Trustees for each school year.

An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Board of Trustees shall follow the requirement set forth for School Boards in this section.

- b. Will the school operate within all state administrative and financial systems? If not, what specific procedures have been undertaken to gain approval for alternate administrative and financial services?

A specific memorandum of understanding will be developed and executed by the Board of Trustees for MOT Charter School, the approving authority; the Budget Director, the Controller General, and the Secretary of Finance to assure that the State's fiduciary duties and interests in the proper use of appropriated funds and as benefits and pension trustee are fulfilled and protected, the State's financial reporting requirements are satisfied, and the interests of charter school employees are protected.

### **Legal Liability**

21. What has been done to assess the legal liability of the school, its employees, and the Board of Trustees? What are the various options being considered for liability protection? Describe the types and limits of insurance coverage the school plans to obtain. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware.

Charter school will obtain the following insurance:

(a)	Comprehensive General Liability	\$2,000,000
(b)	Officers and Trustees/ Errors and Omissions	\$ 500,000
(c)	Property Insurance	As required by landlord
(d)	Motor Vehicle Liability	\$1,000,000
(e)	Bonding	
	Minimum amounts: \$25,000	
	Maximum amounts \$100,000	
(f)	Other	\$ 500,000

## **Student Discipline Policies**

### **22. Code of Conduct**

What will be the school rules and guidelines government student behavior? Include a general outline of the student handbook which describes issues of student discipline, student rights and student responsibilities. Describe how discipline will be handled with special education students.

The MOT Charter School will distribute to parents, staff and the governing Board, a Code of Conduct that calls for a partnership in responsibility. MOT is committed to instilling in students respect for the rights of others.

These rules governing discipline and conduct will inform parents, teachers and administrators what is required of students. These adults, along with the Board of Trustees are charged with the responsibility of helping students to develop self-discipline. The MOT Student Code of Conduct delineates the partnership that the school and the larger community share across several broad concepts:

- Environment, which includes the climate of the school.
- Education, which includes preparation and work habits.
- Respect, which includes treatment of others.
- Participation, which includes involvement in school activities; and
- Expression, which includes dress, as well as verbal and nonverbal issues.

The Code of Student Conduct will be distributed to parents and students at the beginning of each school year. The parent, student, and teacher will be required to sign the acknowledgment page which states that the parent understands the Code of Student Conduct, including the consequences of unacceptable behavior by the student. The acknowledgement page also states that the parent has reviewed and explained the Code of Student Conduct with the child, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

The Board of Trustees will demand safe and secure schools for teaching and learning and will incorporate suspension and expulsion statutes into the Code of Student Conduct, including the due process rights that a student attending a public school is entitled to under Delaware law. A student will be expelled for violation of the statute concerning a weapon on school property and will be excluded from attending the MOT Charter School. Additional reasons for expulsion may include drug-related violations, arson, assault and battery, and other serious crimes.

The Code of Student Conduct will make clear to parents their legal obligation to ensure that their children follow their assigned daily schedules unless properly excused by the CAO or his/her authorized representative. Each student shall provide a satisfactory written explanation from his/her parent for any absence from class and for the release of a student from school during the school day. The CAO may at his/her discretion, accept a personal or telephone contact with the parent in lieu of a written excuse for the student's absence. Justifiable absences include those due to illness of the student, death in the family, medical or



dental appointment, observance of a religious holiday, or other reasons deemed acceptable to the CAO.

MOT Charter School will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing. MOT will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law.

## **Health and Safety**

23. What procedures will be implemented to ensure the health and safety of the school's students, staff and guests? What staff (e.g. nurse) will be hired or contracted with to ensure that these provisions will be handled in a satisfactory manner?

The school nurse along with the administrators will be responsible for monitoring all entering students for their health records and ensure that immunizations and TB and HepB screenings are conducted. The nurse will keep all student health records up to date and will participate with any IEPs that deal with medical problems. The school will also contract with a doctor and dentist to make sure that all student medical requirements will be met. The nurse will be available during the day to administer medication, monitor student health, screen for health problems (vision, hearing, etc.) and maintain health records.

MOT Charter School intends to comply with all of the following mandatory safety measures:

- (a) **Immunization of Students:** Every child will be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella. Should the Department of Health and Human Services determine the need for an additional immunization in the interest of public health, the MOT Charter School Charter will work to ensure parent compliance. Every parent, guardian, person in loco parentis and person or agency, whether governmental or private, with legal custody of a child, has the responsibility to ensure that the child has received the required immunization at the mandated age. The school has the responsibility to be certain that parents have met the immunizations' requirements of law.
- (b) **Fire and Safety Regulations:** The MOT Charter School will meet the building (including appropriate fire control mechanisms, for example, fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. The CAO of the school will schedule, hold, and report monthly fire drills. Teachers and students will be informed of fire drill procedures. Exits and fire evacuation plans will be posted in each room and hallways of the building. The school's building will be available for inspection to appropriate officials for regular inspections and for special inspections prompted by a complaint by an interested party. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.
- (c) **Food Inspections:** The MOT Charter School will comply with the regulations promulgated by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products.
- (d) **Hazardous Chemicals:** The Charter School has the responsibility to inform and train its employees properly on the hazardous substances they work with and to design and

put in place employee protection programs. Employee training programs provide necessary hazard information to employees, so they can participate in and support measures in place at school. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals. The school will have a written hazard communication program available to all employees.

- (e) **Blood-borne Pathogens:** The school will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). OSHA standards apply to all occupational exposure to blood (human blood, human blood components, and products made from human blood) or to other potentially infectious materials (human body fluids, unfixed tissue from a human, HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV- containing culture medium or other solutions, as well as blood, organs, or other tissues from experimental animals infected with HIV or HBV).

The school will have a written Exposure Control Plan that is accessible to all employees. The Plan will include (1) designations job classifications, tasks and procedures which involve potential exposure, (2) indications of required engineering and work practice controls, and (3) specifications of necessary personal protective equipment. Training to protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- Modes of transmission of blood-borne pathogens
- Identifying hazards
- Prevention through engineering controls
- Handling contaminated syringes, laundry, and biomedical waste
- Proper use of personal protective equipment
- Instituting safe workplace practices and engineering controls
- Hepatitis B vaccine
- Proper "housekeeping" to avoid risks
- Post-exposure reporting

## Assurances

**The Board of Trustees of MOT Charter School assure that, the school will do the following:**

1. Not discriminate against any student in the admissions process because of race, creed color, sex, handicap, or national origin or because of a student's school district of residence has a per student local expenditure lower than another student seeking admission.
2. Not operate in a sectarian manner or include religious practices in its educational program.
3. Participate in the State Assessment Program and meet the requirements for school accountability as described in the Accountability Act of 1998.
4. Manage the school within all state administrative and financial systems listed in Del. C., Title 14, Section 512(9), of if the school plans to operate outside of any listed system it has been specifically noted in this application and the applicant will submit a formal request to the State Budget Office to initiate a Memorandum of Understanding as described in Del. C., Title 14, Section 512(9).
5. Maintain direct communication with other public and nonpublic schools to assure efficient notification and transfers and exchange of records.
6. Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions and order; and operate the program in accordance with the content of the updated and approved charter granted by the Board. The school's Board of Trustees may not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
7. Notify the Department of Education in writing within 30 days when the administrative head or members of the Board of Trustees change.
8. Provide the Department of Education with copies of the policies and by-laws of the school and the school's Board of Trustees and inform the Department when by-laws change.
9. Before September 1 of each year, provide the Department of Education with evidence of the certification status of teachers employed at the school.
10. Employ only staff who have complied with the requirement of having successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.

11. Cooperate fully with the Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
12. Comply with the provisions for performance agreement, as required by the Secretary of Education.
13. Distribute copies of the Department's **Parent Guide to Delaware Charter Schools** to parents seeking to enroll their child(ren) as well as to parents of enrolled children.
14. Conduct all meetings of the Board of Trustees in a manner consistent with the Freedom of Information act, especially the legal requirements of Del. C. Title 29, Sections 10002, 10003, and 10004.
15. Prior to opening the school, include representation the teachers employed by the school and parents of students enrolled at the school on the Board of Trustees, consistent with Del. C., title 14, Section 511(a).

On behalf of the Board of Trustees of MOT Charter School, I agree to these assurances as a condition of the approval of the charter.

MOT Charter School

Name of the Charter School

Robin Lester

Signature of the President of the Board of Trustees

Robin Lester

Robin Lester

Name of the Signer (type or print)

12-27-99

Date of Signature

**Exhibit A**

## FOUNDERS

### **Robin S. Lester**

*Robin Lester is a Fundraising Consultant, working with Republican candidates in Delaware and neighboring states. Beginning with the 1994 Roth Campaign, she has worked for Senatorial and Gubernatorial candidates in Delaware and New Jersey, highlighted by a successful fundraising campaign to return U.S. Senator William V. Roth, Jr., of Delaware, to the Senate in 1994. She is currently Finance Director for the Roth 2000 Campaign.*

*Since 1976, Lester has worked in a variety of volunteer capacities in previous Roth campaigns and for other Republican candidates in Delaware. Lester has extensive fundraising and organizational experience outside of politics, working for community organizations including the Junior League of Wilmington, Child, Inc., the Odessa Women's Club and the Wilmington Friends School, serving two terms as Home and School President.*

*Before leaving to raise a family and pursue volunteer activities, Lester served as Public Relations Director for the American Lung Association of Delaware for five years. A Political Science graduate of the University of Delaware, Lester lives on a family farm in St. Georges with her husband, Ken, and their two teenage daughters, Kate and Sarah.*

### **Kevin Hensley**

*Kevin Hensley is a Realtor with Patterson Schwartz Real Estate and is licensed in both Delaware and Maryland. He has been with Patterson Schwartz three years and over 70% of his business is located in the Middletown-Odessa-Townsend area. He specializes in residential resales as well as new construction. Kevin grew up in the Bethesda, Maryland area and graduated from the University of Delaware with a Bachelors of Arts degree in 1988. He is very involved in the Junior Achievement volunteer program and regularly teaches classes in schools in the Middletown area. Kevin lives in Middletown with his wife, Verna, and their four-year-old daughter, Julia.*

### **Jennifer H. Taylor**

*Jennifer Taylor is a marketing and educational consultant. Her husband, James, currently serves on the Red Clay Consolidated School District Public School Board. They are expecting their first child in the spring. Taylor's college degree*

*was in Political Science Education. She is involved in community service work, and has spent the majority of the past year working on public education reform in Delaware.*

**Lacy and Jennifer Holly**

*Lacy is an attorney with the law firm of Mattleman Weinroth & Miller located in Newark, DE. He is a general practitioner and handles many different aspects of law. He grew up in the Bear, DE area and attended both undergraduate as well as law school in Virginia. His wife, Jennifer, is a graduate of the University of Delaware and has a graduate degree in education. Lacy and Jennifer live in Middletown with their three young children.*

**Exhibit B**



**BYLAWS  
OF  
MOT CHARTER SCHOOL, INC.**

A not-for-profit corporation  
Adopted as of \_\_\_\_\_

**ARTICLE I – POWERS AND FUNCTIONS OF DIRECTORS**

Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the “Board”). The Board has the power to manage the property and business of this corporation (the “Corporation”). The members of the Corporation (the “Members”) shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- i. Adopting the bylaws of the Corporation;
- ii. Determining the general policies and strategic planning of the Corporation;
- iii. Establishing the annual budget and approving major expenditures;
- iv. Selecting projects and approving the overall budget of said projects;
- v. Approving the administrative budget of the Corporation;
- vi. Approving the annual financial statements of the Corporation; and
- vii. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

**ARTICLE II – MEETING OF THE BOARD**

Section 1. Compliance with Delaware Code.

The Board shall conduct its meeting within the State of Delaware as if it were a “public body” as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Act”), including provisions relating to the open meetings requirements of the Act. In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method, which preserves proof of such notice.

## Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of one-third of the voting directors then serving, except as may otherwise be required by law. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

## Section 3. Reliance.

A member of the Board, or of any committee thereof shall, in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

# **ARTICLE III – MEMBERSHIP OF THE BOARD**

## Section 1. Number.

The Board shall consist of up to eleven members. Once the Charter School (the "school") has opened, at least one member of the Board shall be a teacher employed at the School and at least one member shall be a parent of a student enrolled at the School. The initial Board shall consist of four members. However, the number of directors constituting the Board may be reduced as a result of a vacancy or increased upon the election of additional members as provided in Sections 7 and 5, respectively, of this Article III.

## Section 2. Eligibility.

The directors of the Corporation shall be the only Members of the Corporation and, upon ceasing to be a director, any such person shall cease to be a Member. The election of a director as provided in these bylaws shall likewise serve to elect such director to membership in the Corporation.

## Section 3. Voting Rights.

Each director shall have one vote.

#### Section 4. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

#### Section 5. Election and Term.

The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. Directors shall, in their discretion, elect additional eligible directors pursuant to an affirmative vote of a majority of all the directors of the Corporation, provided that the limit on the number of directors set forth above in Section 1 of this Article III shall not be exceeded. Once selected, a director shall remain a director until the director's resignation or incapacity.

#### Section 6. Chair of the Board

The Board shall elect, at its original meeting and each annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the next annual meeting of the Board and until elected and qualified or until his or her earlier resignation or removal by act of the board. The Chair shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board.

#### Section 7. Vacancies.

Any vacancy on the board shall reduce the number of directors constituting the whole Board and the number of duly elected and acting directors until such time, if any, as an additional eligible director is elected pursuant to Section 5 of this Article III.

#### Section 8. Removal.

A director may be removed from the Board with or without cause by an affirmative vote of at least a majority of directors.

#### Section 9. Compensation.

Directors shall serve without compensation.

### Section 10. Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

## **ARTICLE IV – COMMITTEES OF THE BOARD**

### Section 1. Establishment by Chair

The Chair of the Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Chair may, from time to time, designate and prescribe, except as indicated in Sections 2 and 3 below. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Chair may appoint another member of the Board to act at the meeting in place of any such absent or disqualified member. The Chair may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Without limiting the foregoing, the Chair shall initially provide for the following committees: Executive Committee and Budget Committee.

### Section 2. Executive Committee

The Executive Committee shall consist of the Chair, Vice Chairs, the Secretary, and the Treasurer. The executive Committee shall have and may exercise all the powers and authority of the Board, except as otherwise provided by law. Without limiting the foregoing, the Executive Committee shall approve of the Corporation's administrative budget, including the compensation of any employees.

### Section 3. Budget Committee.

The Budget Committee shall consist of the Chair, the Secretary, the Treasurer and two other directors to be appointed by the Chair. The Budget Committee shall be responsible for establishing an annual budget an administrative budget, including the compensation of any employees.

### Section 4. Action.

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the committee.

#### Section 5. Procedures.

Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

### **ARTICLE V – MEMBERS**

#### Section 1. Annual Meeting.

An annual meeting of the Members of the Corporation shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board.

#### Section 2. Special Meetings.

Special meetings of the members of the Corporation may be held at the call of the Chair for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

#### Section 3. Compliance with the Act Notice.

A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier or by telegram not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting. In addition to the provisions of this §3, all meeting of Members shall be conducted pursuant to and in compliance with the Act.

#### Section 4. Quorum.

At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting shall be the act of the members, except as may otherwise be required by these bylaws.

#### Section 5. Waiver or Consent.

The transaction of business at any meeting of the members of the Corporation, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present and if, either before or after the meeting, each of the Members not present sign a written waiver of notice or consent to the holding of the meeting or an approval of the minutes. All such waivers, consents, or approvals shall be expressed in writing and filed with the corporate records or make a part of the minutes of the meeting; provided, however, that no such action shall be valid if taken in such a way as would not comply with the Act.

### **ARTICLE VI – OFFICERS**

#### Section 1. Officers.

The officers of the Corporation shall consist of the Chair, Vice Chair, a Secretary, a Treasurer, and such assistants to the Secretary or Treasurer as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, vice Chair, Treasurer, and Secretary. Any person may hold more than one office.

#### Section 2. Election and Term.

The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

#### Section 3. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by appointment by the Chair.

Section 4. Chair.

The Chair shall preside at all meeting of the Board and all meetings of the Members of the Corporation. The Chair shall serve as the principal executive officer of the corporation. The Chair shall see that all orders and resolutions of the Board and the Executive committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 5. Vice Chair.

Each Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chairs shall perform all the duties of the Chair.

Section 6. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed form time to time by the Chair or the Board.

Section 7. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporations, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

**ARTICLE VII – EXECUTION OF INSTRUMENTS**

Section 1. Checks, Drafts and Orders for Payment of Money.

All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by one of the following officers: The Treasurer, the Secretary or any Assistant Treasurer or Assistant Secretary.

### Section 2. Contracts.

All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

## ARTICLE VIII - INDEMNIFICATION

### Section 1. Right to Indemnification.

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any motion, suit, or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact that he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation or of a partnership, joint venture, trust or enterprise or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonable incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

### Section 2. Prepayment of Expenses.

The Corporation shall pay the expense (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment or of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.



### Section 3. Claims.

If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

### Section 4. Nonexclusively of Rights

The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

### Section 5. Other Indemnifications

The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, or employee or agent of another corporation, partnership, joint venture, trust, or other enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

### Section 6. Liability Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

**Exhibit D**

# Charter School Application Budget Worksheet

		20.17%	17.71%
	450	525	600
Students			
Revenue	Planning	Year 1	Year 2
	Year	Year 1	Year 2
		Year 2	Year 3
State Appropriations		2,288,090	2,749,529
Local Funds Transfers		407,500	489,681
Charter School Federal Funds	135000		588,434
Other Federal Funds		157,500	189,263
Transportation		308,859	371,147
Food		100,000	120,167
Total	135000	3,261,949	3,919,786
			4,710,290
Personnel			
Teachers		540,000	648,902
Principals/Administrative	55000	91,142	109,523
Clerical	20000	41,680	50,086
Custodial		28,954	34,793
Substitutes		30,000	36,050
Teachers' Aides		144,000	173,040
Special Education Teachers		77,510	93,141
Salaries	75000	953,286	1,145,535
Health Insurance	5000	174,368	209,533
Benefits	13613	171,305	205,853
Subtotal Personnel	93613	1,298,959	1,560,921
			1,875,712

		450	525	600
	Planning			
Revenue	Year	Year 1	Year 2	Year 3
Students				
Student Support				
Transportation		308,859	371,147	445,996
Food/cafeteria		100,000	120,167	144,401
Extra Curriculum		25,000	30,042	36,100
Materials & Supplies		60,000	72,100	86,641
Textbooks		150,000	180,251	216,602
Computer lease Payment		60,000	72,100	86,641
Contracted Services		58,000	69,697	83,753
Testing Materials		15,000	18,025	21,660
Curriculum & Training by Management Co	8437.5	203,872	244,987	294,393
Contingency		51,129	61,440	73,831
Subtotal Student Support	8437.5	1,031,860	1,239,955	1,490,017
Administrative/operations Support				
Insurance		20,000	24,033	28,880
Mortgage Payments/rent		300,000	360,501	433,203
Utilities		125,000	150,209	180,501
Custodial		45,000	54,075	64,980
Supplies & Materials	5000	40,000	48,067	57,760
Equipment Lease Payment		85,000	102,142	122,741
Telephone/communication		16,500	19,828	23,826
Legal/Accounting	5000	25,000	30,042	36,100
Printing	5000	15,000	18,025	21,660
Postage	5000	15,000	18,025	21,660
Contingency	4512	40,758	48,978	58,855
Services Provided by Management Co.	8437.5	203,872	244,987	294,393
Subtotal	32949.5	931,130	1,118,911	1,344,561
EXPENSE SUBTOTALS				
Personnel	93613	1,298,959	1,560,921	1,875,712
Student Support	8437.5	1,031,860	1,239,955	1,490,017
Administrative/operations	32949.5	931,130	1,118,911	1,344,561
TOTALS	135000	3,261,949	3,919,786	4,710,290
difference	0	(0)	(0)	(0)

**Exhibit E**

## SAMPLE MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the \_\_\_\_\_ day of \_\_\_\_\_, 2000, by and between **Mosaica Education, Inc.**, a Delaware corporation ("MEI"), and **MOT Charter School, Inc.** (the "School"), a public school academy established under a charter granted by the Delaware Department Education and State Board of Education pursuant to Del. Code, Title 14, Chapter 5 (the "Code").

### RECITALS

A. The School is being granted a charter (the "Charter") by the Delaware Department of Education and the State Board of Education (the "Chartering Authorities") to organize and operate a public school academy under the Code. The School is organized, among other things, for the following purposes:

- improving pupil achievement for all pupils in the elementary and middle school grades;
- stimulating innovative teaching methods including but not limited to, use of electronic media and computers as well as hands-on technical training;
- creating new professional opportunities for teachers in a learning environment where educational programs can be designed and managed by teachers at the school site level;
- achieving school accountability outcomes by placing full responsibility for performance at the school site level;
- providing parents and pupils with greater choices among public schools;
- preparing students for careers in a rapidly changing global economy; and
- motivating students to attain mastery in core academic curriculum areas and the performing arts.

B. MEI was established, among other things, for the following purposes:

- promoting and encouraging research regarding innovative and effective school design and systems of instruction for elementary and secondary education;
- implementing innovative and effective comprehensive instructional and educational systems, management principles and programs in elementary and secondary education; and

- enabling the School and other schools to achieve their statutory purposes and educational goals.

C. The School and MEI desire to create an enduring educational relationship whereby they will develop educational excellence at the School based on MEI's school design, comprehensive educational program and management principles.

D. The School has approved the MEI curriculum and the School budget for the 2000-2001 school year, and agrees that it is in the best interest of the School to enter into this Agreement with MEI.

E. Nothing in this Agreement should be construed to (i) create an improper delegation of the School's fiduciary or other responsibilities under applicable law or its obligations under the Charter with the Chartering Authorities, (ii) violate the policies of the Chartering Authorities, (iii) interfere with the School's duty to exercise its statutory, contractual and other responsibilities governing the operation of the School, (iv) prohibit the School or the Board from acting as an independent, self-governing public body or (v) provide for public decisions to be made other than in compliance with the Open Meetings Act.

THEREFORE, the parties mutually agree as follows:

## ARTICLE I EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

### 1.01. Educational Services.

(a) For the Term (as defined in Article II below), MEI will provide to the School and its students the following educational services (the "Educational Services"):

- (i) Curriculum. The Paragon™ Curriculum and curriculum development;
- (ii) Instruction. Instructional services and personnel, including the principal, teachers and support staff in accordance with Article VI below;
- (iii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools;
- (iv) Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs (but not Supplemental Programs as defined in Article V below); and

(v) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the School as agreed to from time to time between MEI and the School.

(b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the School (the "Educational Program") as adopted by the Board of Trustees of the School (the "Board") and as provided for in the Charter.

(c) Subject to this Agreement, the Charter and the authority of the Chartering Authorities, MEI may modify the Educational Services, provided that any modification of the Educational Services will be subject to the prior approval of the Board, and if required by the Charter, by the Chartering Authorities.

(d) MEI will be responsible and accountable to the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the School Budget established pursuant to Section 1.02(vi) below, and MEI will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

#### 1.02 Administrative Services.

(a) For the Term (as defined in Article II below), MEI will provide to the School the following administrative services (the "Administrative Services"):

- (i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Article VI below;
- (ii) Facility Operation and Maintenance. Operation and maintenance of the School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
- (iii) Business Administration. Administration of all business aspects of the School;
- (iv) Transportation and Food Services. Provision of transportation and food services for the students enrolled at the School as required by the Board;
- (v) Public Relations. Any and all advertising and public relations with the community and the media;
- (vi) Budgeting and Financial Reporting.



- (A) Beginning with respect to the 2000-2001 school year, MEI a proposed annual budget (the "School Budget"). Future annual budgets will be prepared by MEI in the same general manner as the 2000-2001 annual budget and will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.
  - (B) Detailed statements of all revenues received, from whatever source, with respect to the School, and detailed statements of all direct expenditures for services rendered to or on behalf of the School, whether incurred on-site or off-site, upon request.
  - (C) Annual audits or other financial statements as required by and in compliance with the Code and other applicable laws and regulations.
  - (D) Reports on the finances of the School upon the request of the Board or the Chartering Authorities but not less frequently than is required by the Charter, the Code or other applicable laws and regulations (and no more often than monthly).
  - (E) Other information on a periodic basis reasonably necessary to enable the Board to monitor MEI's performance under this and related agreements, including the effectiveness and efficiency of its operations at the School.
- (vii) Maintenance of Financial and Student Records.
- (A) MEI will maintain accurate financial records pertaining to its operation of the School, together with all School financial records prepared by MEI and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the School financial records retained by MEI pertaining to the School will be available to the School, the Board and the Chartering Authorities for inspection and copying upon reasonable request.
  - (B) MEI will maintain accurate student records pertaining to the students enrolled at the School as is required and in the manner provided by the Charter, the Code and applicable laws and

regulations, together with all additional School student records prepared by or in the possession of MEI, and retain such records permanently on behalf of the School or until this Agreement or its successor (if any) is terminated, at which time such records will be retained by and become the sole responsibility of the School. MEI and the School will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter;

- (viii) Admissions. Implementation of the School's admission policy;
- (ix) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the School's duties and obligations under the Code and other applicable laws and regulations;
- (x) Semester Reports. MEI will provide to the Board on a semester basis (or more often if necessary for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing (A) the School's students' academic performance, and (B) MEI's performance of the Educational Services and Administrative Services;
- (xi) Rules and Procedures. MEI will enforce the rules, regulations and procedures adopted by the School not in direct conflict with this Agreement, the Charter, the Code and other applicable laws and regulations. MEI will recommend rules, regulations and procedures applicable to the School and its students; and
- (xii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the School.

(b) The Administrative Services will be provided in accordance with the Educational Program and the Charter.

(c) Subject to this Agreement, the Charter, the Chartering Authorities, the Code and other applicable laws and regulations, MEI may modify the methods, means and manner by which such Administrative Services are provided at any time.

(d) MEI will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the School Budget established in Section 1.02(a)(vi) above, and MEI will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

and the other in any manner contrary to the terms of this Agreement. Neither the School nor MEI has and neither will represent that it has the power to bind or legally obligate the other. No employee of MEI will be considered an employee of the School by either party for any purpose whatsoever, notwithstanding that one or more employees of MEI may be engaged in providing the Educational Services, Administrative Services or Supplementary Programs (defined in Article V below) to the School on a full-time basis.

3.02. No Related Parties or Common Control. MEI will not have any role or relationship with the School that, in effect, substantially limits the School's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of MEI. None of the voting power of the Board will be vested in MEI or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board of Directors or Shareholders of MEI will be vested in the School or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the School and MEI will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).

3.03. Other Schools. The parties acknowledge that this arrangement is not exclusive and that MEI will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). MEI will maintain separate accounts for reimbursable expenses incurred on behalf of the School and Other Schools and only charge the School for expenses incurred or consideration earned on behalf of the School. All grants or donations received by the School, or by MEI for the specific benefit of the School, will be maintained in separate accounts and used solely for the School. If MEI incurs authorized reimbursable expenses on behalf of the School and Other Schools which are incapable of precise allocation between the School and Other Schools, then MEI will allocate such expenses among all such Other Schools and the School on a pro rata basis based upon the number of students enrolled at the School and the Other Schools, or upon such other equitable basis as it shall elect. Marketing and development costs paid by or charged to the School shall be limited to those costs specific to the School and its programs, and shall not include any costs for the marketing and development of MEI or other schools managed by or receiving services from MEI.

#### ARTICLE IV COMPENSATION

4.01. Compensation for Services.

(a) For the term of this Agreement, including each and every Renewal Term, the School will pay MEI an annual fee of (i) 12.5% of the state and local school funds (the "State Aid") that the School receives, directly or indirectly, pursuant to the Code, for the particular students enrolled in the School (the "State Allocation"), plus (ii) subject to federal law and regulations, 12.5% of the funds (the "Federal Funds") that the School receives, directly or indirectly, from the federal government (the "Federal Allocation") (the Federal Allocation together with the State Allocation, the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.

(b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. MEI's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the School.

4.02. Payment of Costs. In addition to the Management Fee described in Section 4.01 above and payments made pursuant to any other agreement or agreements subsequently entered into between the parties hereto, the School will reimburse MEI for all costs incurred and paid by MEI in providing the Educational Services and Administrative Services. Such costs include, but are not limited to, rent and/or lease payments (provided, however, that nothing herein shall preclude the parties from entering into an Equipment Lease or Facility Lease with each other or affiliates), salaries of MEI employees, costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services and medical services. Except as provided in the Equipment Lease or Facility Lease, such costs shall be paid by the School upon presentment of the appropriate documentation and will not include an added fee to MEI unless such fee is approved in advance by the Board.

4.03. Time and Priority of Payments.

(a) MEI will receive its State Allocation portion of the Management Fee in the same number of installments and in the same proportion that the School receives the State Aid. Each installment of the State Allocation will be due and payable within five (5) days of receipt by the School of an installment of State Aid.

(b) MEI will receive its Federal Allocation portion of the Management Fee in the same number of installments and in the same proportion that the School receives Federal Funds. Each installment of the Federal Allocation will be due and payable within five (5) days of receipt by the School of an installment of Federal Funds, including installments disbursed by the State of Delaware on behalf of the federal government.

(c) MEI will notify the School of payments due and owing to MEI pursuant to Section 4.02 above as soon as possible after the end of each month and the School will make such payments to MEI within ten (10) days thereafter.

(d) The School will satisfy its payment obligations under this Article to MEI in the following order of priority: (i) payments due and owing pursuant to Section 4.02 above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 4.01 above with the oldest amounts due first.

(e) Any payment due under Section 4.01 or Section 4.02 above not paid when due will be subject to a late fee calculated as interest on the amount in arrears calculated at the prime rate of interest announced by MBNA America Bank as its prime rate, plus 2% per annum (the "Late Interest Rate"), for the time overdue; provided that any such amounts due and outstanding for a period exceeding sixty days shall be subject to a late fee calculated as interest on the amount in arrears calculated at 18%, for the entire time overdue (unless such rate is less than Late Interest Rate, in which case, such interest shall be calculated at the Late Interest Rate).

#### 4.04. Other Revenue Sources.

(a) The School and MEI may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the School, in the name of either MEI or the School; provided, however, that any solicitation of such grants by MEI in the name of the School or which identifies the School shall be subject to the prior approval of the School.

(b) All funds received by MEI or the School for the benefit of the School from such other revenue sources pursuant to this Section 4.04 will be deemed School funds, except that MEI will receive 12.5% of any such funds used to provide Educational Services or Administrative Services, to the extent allowable by the donor or grantor of such other revenue source.

(c) Nothing in this Section 4.04 will be construed to prohibit MEI from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE V  
SUPPLEMENTAL PROGRAMS

5.01. Supplemental. In addition to the Educational Services and Administrative Services provided by MEI to the School, MEI may, in its sole discretion, provide additional services, including, but not limited to, pre-kindergarten, summer school, academic camps, before and after school programs, vocational training, and latch-key programs to students and non-students of the School (the "Supplemental Programs"). MEI may retain the full amount of any and all revenues collected from or for such Supplemental Programs; and MEI will be responsible for the full cost of providing such Supplemental Programs. The Board will permit MEI to operate such Supplemental Programs at the Facility without charge to MEI; provided, however, that MEI shall provide to the School a fee equal to 12.5% of the profits (if any) derived by MEI from such Supplemental Programs.

ARTICLE VI  
PERSONNEL AND TRAINING

6.01. Personnel Responsibility.

(a) Subject to Sections 1.01 and 1.02 above, the Charter, the Code and other applicable laws and regulations, MEI will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.

(b) Except as specified in this Agreement or as required by the Code or the Charter, the Principal (as defined in Section 6.02 below), teachers and support staff provided by MEI pursuant to this Agreement will be employees of MEI, provided, however, that it is understood by the parties that so long as the School operates on the Delaware Financial Management System ("DFMS"), the Principal, teachers and support staff will be employees of the School. MEI will be responsible for conducting criminal background checks and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations as if the employees were employed by an academy. Upon request, MEI will provide the School documenting evidence of such background checks.

6.02. Principal. Except as provided in Section 6.01, above, the principal of the school ("Principal") will be an employee of MEI, and the employment terms of the Principal will be determined by MEI. MEI will have the authority, consistent with the Code and other applicable laws and regulations to select and supervise the Principal and to hold him or her accountable for the success of the School.

6.03. Teachers. MEI will provide the School with such teachers as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any).

MEI will determine the number and assignments of such teachers. Such teachers may work at the School on a full- or part-time basis. Each teacher assigned to the School will be qualified in his or her grade levels and subjects, hold valid teaching credentials and/or certification to the extent required under the Code and other applicable laws and regulations, and have undergone a criminal background check and unprofessional conduct check to the extent required under the Code and other applicable laws and regulations. Upon request, MEI will provide the School with documentary evidence of its compliance with this Section 6.03.

6.04. Support Staff. MEI will provide the School with such support staff as is required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at the School on a full- or part-time basis.

6.05. Training. MEI will provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable MEI's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as MEI determines to be reasonable and necessary under the circumstances.

## ARTICLE VII TERMINATION OF AGREEMENT

### 7.01. Termination.

(a) By MEI. MEI may terminate this Agreement prior to the end of the term specified in Article II in the event that the School fails to remedy a material breach within 30 days after written notice from MEI. A material breach includes, but is not limited to, (i) MEI's failure to receive any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the School of an Educational Program in substantial variance from the Paragon™ Curriculum or the material recommendations of MEI, or (iii) an act or omission of gross negligence that causes MEI to be unable to perform its material obligations under this Agreement. Termination by MEI will not relieve the School of any obligations for payments outstanding to MEI as of the date of termination.

(b) By School. The School may terminate this Agreement prior to the end of the term specified in Article II in the event that MEI fails to remedy a material breach within 30 days after written notice from the Board. A material breach by MEI includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with the Charter, this Agreement, the Code, the Paragon™ Curriculum and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter, (iv) the employment of teachers in violation of the Code or this Agreement, or (v)

## ARTICLE IX INDEMNIFICATION

9.01. Indemnification of MEI. The School will indemnify, and save and hold MEI and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the School with any agreements, covenants, warranties or undertakings of the School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the School contained in or made pursuant to this Agreement. In addition, the School will reimburse MEI for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.01 may be met by the purchase of insurance pursuant to Article X below.

9.02. Indemnification of the School. MEI will indemnify and save and hold the School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by MEI with any agreements, covenants, warranties or undertakings of MEI contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the MEI contained in or made pursuant to this Agreement. In addition, MEI will reimburse the School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.02 may be met by the purchase of insurance pursuant to Article X below.

9.03. Limitations of Liabilities. The School will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of MEI. Notwithstanding this Article IX, to the fullest extent permitted by law, the School will waive the defense of governmental immunity in any dispute between the parties.

## ARTICLE X INSURANCE

10.01. Insurance Coverage. The School will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Charter. The School will comply with any information or reporting requirements applicable to the School with its insurer(s).

10.02. Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.



10.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article X. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

## ARTICLE XI WARRANTIES AND REPRESENTATIONS

11.01. Representations and Warranties of MEI. MEI hereby represents and warrants to the School:

(a) MEI is a duly organized corporation in good standing and is authorized to conduct business in the State of Delaware.

(b) To the best of its knowledge, MEI has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

(c) MEI's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

(d) The Paragon curriculum complies with and will continue to comply with the Charter, the Code and the applicable laws and regulations.

11.02 Representations and Warranties of the School. The School hereby represents and warrants to MEI:

(a) The Chartering Authorities have approved the Charter subject to certain conditions, which, if met, (i) authorizes the School to operate and receive the State Allocation, Federal Allocation and other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

(b) The School has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

(c) The School's actions and those of the Board have been duly and validly authorized, and the School and Board will adopt any and all further resolutions or expenditure

Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To:

With a copy to:

MOT Charter School

Attn: Mrs. Robin Lester

To:

With a copy to:

Mosaica Education, Inc.  
4040 Civic Center Drive  
Suite 200  
San Rafael, California 94903  
Attn: President  
Fax: (415) 491-1309

Haythe & Curley  
237 Park Avenue  
New York, New York 10017  
Attn: Andrew J. Beck, Esq.  
Fax: (212) 682-0200

13.07. Assignment. This Agreement will not be assigned by MEI without the prior consent in writing of the School (which consent will not be unreasonably withheld) or by the School without the prior consent in writing of MEI (which consent will not be unreasonably withheld), provided that MEI may assign this Agreement to an affiliated entity and may without the consent of the School, delegate the performance of but not responsibility for any duties and obligations of MEI hereunder to any independent contractors, experts or professional advisors.

13.08. Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President of the School and an authorized officer of MEI.

13.09. Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

13.10. Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by MEI are found to be overbroad or an invalid delegation of authority by the School, such services will be construed to be limited to the extent necessary to make the provision of such services under this Agreement valid and binding.

## **Renewal Application 2015-16**



# **RENEWAL APPLICATION**

**September 30, 2015**

MOT Charter School  
1156 Levels Road  
Middletown, DE 19709

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**I. Overview**

**1.1 Basic Information**

<b>BASIC INFORMATION</b>	
Name of School	MOT Charter School
Year School Opened	2002
Current Enrollment	1020
Approved Enrollment	1051
School Address(es)	K-8: 1156 Levels Road, Middletown, DE 19709; High School: 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinimink, Capital, Christina, Colonial, Caesar Rodney, Cape Henlopen, Red Clay, Lake Forest, Smyrna
Website Address	<a href="http://www.motcharter.com">www.motcharter.com</a>
Name of School Leader	Linda Jennings
School Leader Email and Phone Number	<a href="mailto:Linda.jennings@mot.k12.de.us">Linda.jennings@mot.k12.de.us</a> ; 302-376-5125
Name of Board President	Brian Glancy
Board President Email and Phone Number	<a href="mailto:bglancy@stratalawllc.com">bglancy@stratalawllc.com</a> ; 302-378-5370

**1.2 Fill in the following chart with the school’s demographics at the time of submission:**

<b>CURRENT YEAR ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>	
Total Enrollment	1,020
# of Students on Waiting List	1,207
<b>Gender</b>	
# Male	490
# Female	530
<b>Ethnicity/Race</b>	
# White	601
# Black	211
# Hispanic	74
# Asian	97
# Other	2
# Multiracial	35
<b>Special Populations</b>	
# Students with disabilities	91
# English Language Learners	16
# Low-Income	114

## II. Academic Framework

### 2.1 Is the academic program a success?

- a) ***Discuss the school's academic achievement results over the current charter term. How has the school performed with regard to student growth and proficiency measures over the current charter term? In the absence of expected achievement, identify changes to instructional practices that your school has implemented to improve the school's academic performance and student outcomes.***

As measured by the state assessment and NWEA, MOT's academic program is highly successful. MOT Charter has consistently received overall ratings of Meets Standard on the Performance Frameworks. Notably, MOT Charter's proficiency rating is Exceeds Standard when compared to similar schools and the Appoquinimink School District.

MOT's average percentile rank in the mean growth achieved fall-to-spring on the NWEA math and reading assessments places it in the top quartile of schools in the country. At many grade levels, MOT Charter ranks in the 90<sup>th</sup> percentile or better. MOT's 9<sup>th</sup> grade student growth in reading ranked in the 99<sup>th</sup> percentile of schools across the country.

While there is certainly work to do, MOT Charter's first year performance on SBAC confirms the success of the school's academic program. In addition to the proficiency rates far exceeding the state levels as well as those of our resident district, the number of students achieving the highest level of mastery (4) is also significantly higher than the state average or those of the resident district. See Appendix H.

#### Measure 1a. Percentage of Students Meeting Fall to Spring Instructional Growth Targets

MOT Charter has earned a "meets" standard rating for the percentage of students meeting fall to spring growth targets in every year during the renewal period with the exception of 2013-2014.

MOT Charter students overall experienced a dip in the fall-to-spring growth of students in math and ELA in 2013-2014. In response to the dip in growth in 2013-2014, the school revisited its Common Core implementation and alignment. We also adopted the Georgia Math curriculum to replace Trailblazers in Grades K-5. With the help of SBAC assessment data, we will undertake a review of our implementation of the Common Core to ensure that our program is fully aligned both in content and in rigor.

While the percent of students who met their growth targets in 2013-14 decreased from prior years, the change, in large measure, is reflective of the DOE's change in methodology when calculating growth for high achieving students. Forty percent of the MOT Charter students who did not meet their ELA growth targets nonetheless achieved a "4" on the spring DCAS. The results in math were similar. Thirty-four percent of the students who did not reach their



growth target nonetheless achieved a “4” on the spring DCAS.

Furthermore, in addition to DCAS, MOT Charter School uses the NWEA MAP to monitor student fall-to-spring growth. 58% of the students who did not meet their growth target in ELA on the DCAS, met or exceeded their growth target on the Common Core aligned NWEA MAP. 48% of the students who did not meet their growth target in math on DCAS met or exceeded their growth target on the Common Core aligned NWEA MAP.

#### Measure 1b. Percentage of Students in the Lowest Quartile Meeting Growth Targets

MOT Charter has earned a Meets Standard rating for the percentage of students in the lowest quartile meeting growth targets in every year during the renewal period with two exceptions: ELA in 2013-2014 and math in 2012-2013. As noted above, the school has responded to these ratings by ensuring that our ELA curriculum is well-aligned with the Common Core and by adopting a more robust math curriculum.

MOT’s rating for the growth of the lowest performing students in ELA fell from a “meets in 2012-2013 to a “does not meet” in 2013-2014. However, the NWEA MAP provides convincing evidence that students in the lowest quartile are experiencing strong academic growth. On the spring 2014 NWEA MAP, 72% of the students in the lowest quartile met their fall-to-spring growth target. On the spring 2015 NWEA MAP, 67% of the students in the lowest quartile met their fall-to-spring growth in reading and 70% met fall-to-spring growth in math.

#### Measure 1c. Percentage of Students Making Sufficient Growth to Achieve Proficiency Status

MOT Charter has earned a rating of Meets Standard or Exceeds Standard for students making sufficient growth to achieve proficiency status for both math and ELA in all years measured. In 2013-2014, 87.6% of MOT students made sufficient annual growth in math and 76.1% of students made sufficient annual growth in ELA.

#### Measure 2a. School Proficiency Compared to State Performance at the 90<sup>th</sup> and 20<sup>th</sup> Percentile

MOT Charter has earned a rating of meets standard for all years measured in math and ELA for student proficiency compared to state performance at the 90<sup>th</sup> and 20<sup>th</sup> percentile. In 2013-2014, MOT’s aggregate proficiency in math and ELA were four percentage points or less off of the state’s average proficiency at the 90<sup>th</sup> percentile.

#### Measure 2b. Percent Proficient by Demographic Subgroups

MOT’s overall rating for subgroup proficiency has been Meets Standard in both math and ELA during the time of the renewal period. During the renewal period MOT Charter received a rating of Exceeds Standard twice in the low –SES and Asian-American subgroups and once in the African-American and other minorities subgroups. The 2015 SBAC performance data by subgroup reveals that MOT’s demographic subgroups not only outperform the same subgroups at the state level, but in many cases outperform the general population of students as well. See Appendix S.

For example, 79% of African-American MOT students in grades 6-8 were proficient in ELA in

2015. This far exceeds the state's African American proficiency rate (33.2%). Similarly, 83.3% of low socio-economic students at MOT were proficient in ELA in 2013-2014. This far exceeded the state's overall proficiency rate (62.3%) and also exceeded the state's proficiency at the 90<sup>th</sup> percentile (83.0%). On the SBAC, 55.5% of MOT's low-SES students reached proficiency. Again, this far exceeds the state's ELA low-SES proficiency rates (41% for grades 3-5 and 35% for grades 6-8).

There were only two instances where MOT Charter did not meet or exceed the standard in subgroup performance in the years reported. In 2013-2014, MOT Charter's rating for the SWD subgroup was "does not meet." Ten of 32 students (31%) with disabilities at MOT were proficient in math and 11 of 32 students (34.3%) with disabilities at MOT were proficient in ELA.

While far short of our target for performance of this subgroup, MOT's performance mirrored the state's overall proficiency rates for this subgroup of 30.7% and 32.5%. On the 2015 SBAC, MOT Charter's proficiency rates for student with disabilities far exceeded the state average proficiency for this subgroup. See Appendix S.

NWEA similarly provides evidence that while these students did not achieve proficiency as measured by DCAS and/or DCAS, they did make significant gains. Of the students who did not meet proficiency on the math SBAC, 63% met their NWEA fall-to-spring growth target. 46% met their NWEA fall-to-spring target in reading.

Further:

- 14 of the 22 students who were not proficient in math on DCAS in 2013-2014 did meet their math growth target on the NWEA MAP.
- The one third grade student who did not reach proficiency in ELA 2013-2014 grew 44 RIT points on the NWEA MAP. According to NWEA's national norms, typical growth for a 3<sup>rd</sup> grade student is 9.3.
- The average RIT growth of the seven 4<sup>th</sup> graders who did not reach proficiency on DCAS was 21 points; typical growth for a 4<sup>th</sup> grade student is 6.9 RITs.
- The average RIT growth for the four 5<sup>th</sup> grade students was 9.5; typical growth for a 5<sup>th</sup> grade student is 5.2 RITs.
- The average RIT growth of the six 6<sup>th</sup> grade students who did not reach proficiency on the DCAS was 11 points; typical growth for a 6<sup>th</sup> grade student is 4.1 RITs.

Measure 2c. School Proficiency Compared to Appoquinimink School District (ASD) Proficiency  
MOT Charter has earned the rating of meets or exceeds standard for proficiency compared to the ASD in all years measured. The Academic Performance Framework shows that MOT students' performance in ELA has been particularly strong when compared to the high performing ASD. MOT's overall proficiency on the Spring 2015 SBAC in math and ELA far exceeds that of the ASD. Math: 71.1% proficient versus ASD proficiency of 47.7%. ELA: 75.4% proficient versus ASD proficiency of 61.5%.

## Measure 2d. School Proficiency Compared to Similar Schools Proficiency

Likewise, MOT Charter has earned a meets or exceeds for student proficiency when compared to similar schools in all years measured. MOT earned an “exceeds” rating in all years of the renewal period in ELA for student proficiency compared to similar schools.

### **2.2 Is the school meeting its mission?**

**a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?**

***MISSION: MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching techniques and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys the process of learning.***

In addition to student academic achievement results, MOT Charter measures mission accomplishment using the following data: parent surveys, student surveys, student attrition, staff retention, number of children who participate in extracurricular activities, parent volunteer hours, attendance, and discipline referrals. A summary of this data over the renewal period is attached as Appendix I.

## **III. Organizational Framework**

### **3.1 Is the school organizationally sound?**

**a) Discuss the school’s organizational performance over the current charter term. How has the school performed with regard to organizational measures over the current charter term? In the absence of expected achievement, identify changes to organizational practices that your school has implemented to improve the school’s organizational outcomes.**

MOT Charter has earned an overall Meets Standard rating in Organizational Performance over the charter renewal period. The only sub-benchmark receiving a “does not meet” in the entire timeframe occurred in 2012-2013 in health and safety. It was the result of an oversight in forwarding a policy to the Department of Education that was quickly resolved.

### **3.2 Is the school implementing the essential terms of the charter’s education program as defined in the current charter, and complying with applicable state and federal requirements?**

**a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.**

MOT Charter School complies with all state and federal requirements including, but not limited to, state testing, IDEA, No Child Left Behind, RTI, Section 504 of the Rehabilitation Act, state

regulations governing enrollment, health and safety, open meetings, and financial reporting.

MOT's charter provides that students will attend school 180 days. Each school day is comprised of 6.5 instructional hours. The 1,170 instructional hours is well above the required hours set by state law.

Each year MOT Charter's participation in the state assessment has exceeded 95% and, in many cases, has been 100%.

All instruction at MOT Charter begins with the state standards. MOT Charter is an active member of the science, math, and social studies coalitions and a regular participant in reading cadre. MOT Charter has fully implemented the Common Core standards in math and ELA and is currently transitioning to the Next Generation Science standards.

All children attending MOT Charter School are afforded an equal education opportunity. MOT Charter's compliance with state and federal requirements pertaining to students with disabilities is documented in annual audits. In the few instances when an area of non-compliance has been noted, it has been minor and immediately resolved.

In accordance with section 504, the school provides accommodations for all students identified as having a physical or mental impairment that substantially limits one or more major life activities. The 504 plan includes current educational level, accommodations for the disability, dates for initiation of service, anticipated duration of service, and evaluation criteria. The classroom teachers and administrators work closely with the parents to monitor the effectiveness of 504 accommodations.

***b) As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:***

- Math Unit with Summative Assessment. See Appendix E.
- ELA Unit with Summative Assessment. See Appendix F.
- Evidence that the school has followed its Memorandum of Understanding (*e.g. teachers have attended training, kits have been utilized and returned to the state warehouse in good condition, dues have been paid, etc.*). See Appendix G.

**3.3 Is the school protecting the rights of at-risk students, students with disabilities, and English Language Learners? Note: Each item below must be addressed separately.**

***a) Describe the process by which at-risk students are identified and evidence that the school is effective in providing the right resources and services for these students.***

At-risk students are identified in a variety of ways at MOT Charter: teacher referral based on classroom assessments and observations, monitoring at-risk markers such as attendance and

discipline, parent referrals, and school wide assessments conducted every fall.

Once identified as potentially at risk, parents, teachers, administrators, the School Psychologist, the School Counselor work together to collect data regarding the child's performance. If necessary, and with the consent of the student's parents, the school psychologist may conduct further assessments related to academic achievement or social and behavioral needs. The Principal then convenes a student support team comprised of the student, the student's teacher(s), the Principal, School Psychologist and parents. This team works together to develop a plan to meet the child's needs. The plan may include RTI services, further evaluation, and access to services from on-site speech therapist, occupational therapist, school psychologist, math specialist and parent volunteers, peer tutoring, outside tutoring, small group instruction, individual instruction and the opportunity to work independently on web-based programs of instruction.

MOT Charter School also provides extended year services for qualified students in a summer program designed for small groups of students as well as individual sessions for students. These sessions are designed with the cooperation of the teachers and parents.

MOT Charter School provides math and language arts instruction for students in grades K-8 who are invited to enroll in the program by teacher referral, below average performance on the state assessment or NWEA, or parent request. Parents are provided with an overview of the summer session, student goals and progress, and counseled as to how best to support their child's ongoing success.

***b) Describe the process by which students with disabilities are identified and evidence that the school is effective in providing the right resources and services for these students.***

MOT Charter School is committed to the academic achievement of all students, including students with disabilities. The school follows an extensive RTI process which provides for increasing levels of intervention and additional instruction for students who do not respond to the general instruction. After the RTI process has been followed to completion, the school team works with parents to consider further evaluation and identification of students with disabilities. Special needs determinations are based upon timely and recurring evaluations of qualified professionals. Special education students are re-evaluated at least once every three years.

Students with disabilities are provided with a continuum of educational placement options including small group instruction, integrated classes with a special education teacher present and regular classes with consultation from special education teachers. IEP plans are designed to educate students in the least restrictive environment possible, primarily serving children with disabilities in an inclusive setting.

Children with identified disabilities are assigned a Delaware-certified special education teacher

who coordinates the child's education with the regular classroom teachers and, in conjunction with the student intervention team, also ensures that other services such as occupational therapy, speech therapy, psychological assistance are provided as needed. All accommodations relating to the special needs student are adhered to in the classroom as well as on any standardized test. Classroom teachers and the special education teachers coordinate accommodations and classroom activities.

Parents are highly involved in IEP meetings and the IEP process. Parents are notified of the intent to evaluate/re-evaluate their child for services and provide written consents prior to evaluations. All evaluations are communicated by a trained, licensed professional. All communication includes a review of "Notice of Procedural Safeguards" and the Assurance of Services.

The IEP includes current educational level, annual goals, specific educational objectives, special education and related services to be provided, dates for initiation of service, anticipated duration of service, and evaluation criteria.

***c) Describe the process by which students English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.***

The process for identifying and serving English Language Learners is set forth in Appendix J. Every student who the school has identified as ELL has progressed to Tier C or monitoring status within three years; most achieve Tier C status in two years.

***d) Provide a summary of findings from any audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners. Describe how the school developed and implemented a corrective action plan in response to audit findings.***

1. Special Education Compliance Monitoring 2014-2015 – Indicator 13 Transition Planning  
DOE determined that MOT Charter was 75% compliant with federal Indicator 13 requirements in the 2014 2015 school year. We submitted a corrective action plan on August 28, 2015 to bring this compliance to 100% by October 30, 2015. See Appendix K. The corrective action plan has been fully addressed. The one IEP that was missing adequate documentation of transition planning discussed during the meeting has been corrected and special education staff members attended DOE Transition Planning training for students with IEPs on September 17, 2015.

2. Compliance Monitoring 2014 2015 – Special Education Program  
During the 2014-2015 compliance monitoring, DOE identified an IEP meeting to determine eligibility in which the School Psychologist also served as the administrative designee. A new eligibility meeting was held with the correct participants. The review also identified IEP goals needed improvement. The goals identified were written by a certified special education teacher who was new to the State of Delaware. The completed Corrective Action Plan for the

2014-2015 Compliance Monitoring is attached as Appendix L.

3. Disproportionality in the Identification of White Students for Speech

On October 6, 2014, MOT Charter was notified that based on the review of December 1, 2013 data, the school was identified with disproportionate representation of White with speech disabilities. The school's corrective action is attached as Appendix M.

4. Compliance Monitoring 2014 2015 -- ELL Program

During the 2014-2015 Compliance Monitoring, it was noted that MOT Charter did not have a written ESL program or schedule to demonstrate that ELL services were being provided to students according to the ELL proficiency levels. This was immediately addressed and the attached documentation was provided to DOE during the compliance review. See Appendix J.

5. Annual Determination for 2013-2014

In the Annual Determination under the Individuals with Disabilities Education Act, MOT Charter received a rating of 76%. As a result, the special education team has drafted a corrective action plan to address the only indicator that did not meet standard: Indicator 3C Proficiency on the State Assessment in math and reading. The draft corrective action plan, due October 15, 2015, is attached as Appendix R.

**3.4 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?**

School Enrollment Trends									
	2011-2012		2012-2013		2013-2014		2014-2015		
Grade	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Waitlist for the 2015-2016
K	75	76	75	78	75	75	76	76	275
1	75	75	75	75	75	75	76	76	139
2	75	75	75	75	75	75	76	76	124
3	75	76	75	75	75	75	76	77	107
4	75	78	75	75	75	75	78	78	105
5	75	75	75	76	75	79	78	78	124
6	75	75	75	76	75	75	78	79	165
7	75	76	75	75	75	75	82	81	97
8	75	71	75	75	75	75	82	82	71
9	0	0	0	0	0	0	192	166	0
10	0	0	0	0	0	0	0	0	0
11	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Total</b>	675	677	675	680	675	679	894	869	1,207

**b) How does the school both monitor and plan to minimize attrition rates? Provide a summary of why students left your school.**

From opening in 2002 until last year, MOT Charter School has been 100% full with a substantial waiting list. Prior to the expansion of our program to include a high school, MOT Charter’s student attrition (not counting the students who moved out of the MOT area) has been minimal -- 1.6% or less each year. We have seen some student attrition as the result of the high school expansion.

School Year	Grades Served	Total Attrition	Attrition of Students Who Did Not Move Out of the MOT area
2011-12	K-8	5.3%	1.6%
2012-13	K-8	4.7%	0.7%
2013-14	K-8	2.3%	1.0%
2014-15	K-9	8.7%	6.8%
2015-16	K-10	11.9%	9.8%

When a student withdraws from MOT Charter School, the parents complete a withdrawal form. The form asks the parents to provide us with the reason for withdrawing. This information is summarized and reported to the Board of Directors every year as part of the school’s annual review of school performance. The two primary reasons that parents provide when withdrawing from MOT Charter at the K-8 program other than moving are: 1) transportation or other family logistics, and 2) our program did not meet their child’s needs.

The increase in student attrition in 2014-2015 and 2015-2016 is attributable to the high school expansion. A large portion of the attrition is the result of students leaving MOT at the end of 8<sup>th</sup> grade to attend other area high schools. Many chose high schools where older siblings were already attending. Other students chose schools that offered a particular extra-curricular activity or academic pathway that MOT does not offer such as football, wrestling, FFA, childcare, or culinary arts.

The school minimizes attrition by constantly measuring and evaluating the quality of our education program, student achievement results, parent and student survey results, and with honest and open communication with parents. As the school’s high school program continues to build and expand, there is little doubt that the high school, too, will have a substantial waiting list of applicants.

**3.5 Is the school complying with governance and reporting requirements?**

**a) Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

Each year the Head of School provides a report to the Board of Directors that reviews the



school's performance on the following benchmarks: academic achievement as reported by the performance frameworks, academic achievement as measured by NWEA map, student satisfaction surveys, parent satisfaction surveys, student attrition, staff retention, student attendance, student conduct, student participation in extracurricular activities, parent volunteer hours, and regulatory compliance.

The Head of School's evaluation is based on the school's success on these benchmarks as well as a written evaluation. The written evaluation begins with the Head of School establishing school performance and professional goals for the year. At the conclusion of the school year, the Head of School reports on the school's performance against the Board's benchmarks and also completes a self-evaluation on additional leadership criteria. The written performance evaluation is reviewed with the Head of School by the Board Chair and/or Board Vice-Chair. Beginning with the 2015-2016 school year, the Board will utilize Board on Track's nationally benchmarked charter school leader evaluation tool.

***b) Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.***

The Board of Directors recently completed a self-evaluation to evaluate its effectiveness. Based on the results of this evaluation, the Board has begun work with "Board on Track" a nationally-recognized organization with the mission to improve charter school performance by improving charter school governance. We have contracted with Board on Track to provide board training and coaching in the areas of CEO evaluation, goal setting, succession planning, and monitoring of board effectiveness.

***c) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.***

The board has contracted with Board on Track to provide board member training and quarterly coaching around effectiveness and governance. Board members are provided with training in Board governance issues, open meeting compliance, charter school finance, and board effectiveness. New board members participate in a board orientation conducted by the Head of School and Board Chair.

***d) Describe the school's process for succession planning including identification, development and retention of school leaders.***

MOT Charter enjoys a stable board as well as a stable leadership team:

- Head of School (11 years; also a founding board member)
- High School Administrator (11 years; previously a Dean and Principal in the K-8 program)
- K-8 Principal of Students & Families (11 years; previously a lead mentor and lead teacher)
- K-8 Principal of Curriculum & Instruction (6 years)

Perhaps because of this stability, succession planning was highlighted as an area of improvement in our recent Board self-evaluation. The Board recognizes that succession planning for school leadership begins at the Board level by ensuring the effective induction of new board members and the transfer of institutional knowledge to the Board.

While it is an area of improvement for the Board, there are some succession planning components already in place, including: 1) hiring and recruiting teachers with leadership potential; 2) identifying teacher leaders and providing them with leadership opportunities within the school; 3) providing teachers and administrators with leadership opportunities provided by outside entities, such as LearnZillion, K-12 Mathematics Partnership Project, Elementary Math Teacher Leadership, NextGen Teacher Leader, Towards a New Normal, and Delaware Academy of School Leadership; and 4) ensuring redundancy with every function in the school.

e) Current Organizational Chart is attached as Appendix A.

### **3.6 Is the school complying with closure requirements?**

a) *Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school.*

In the event of closure or dissolution of the school, the school will follow the authorizer's charter school closure protocol and the Board of Directors would work closely with DOE concerning parent notifications, transfer of records, disposition of school assets to ensure a smooth and orderly transition that minimizes the impact on students and families.

The current balance of contingency reserve funds available is \$2,174,132. This is more than sufficient to cover anticipated accrued expenses:

Accrued Salary:	\$858,016
Final Audit:	\$ 20,000
<u>Carryover Expenses (est):</u>	<u>\$110,000</u>
	\$988,016

The Board of Directors along with the Business Manager and Finance Executive Assistant will be responsible for handling the school's final closeout activities after closure or dissolution.

## **IV. Financial Framework**

### **4.1 Is the school financially viable?**

a) *Discuss the results of your Financial Performance Reports over the current charter term. Discuss any trends and provide explanations for each individual measure for which you received a "Does Not Meet Standard" or "Falls Far Below Standard" rating, including your plans and strategies for improving the individual measures and, if applicable, overall ratings. Note:For your reference, please see the financial section of the [Performance Framework](#).*

In the four years that the financial framework has existed, MOT Charter has received an overall rating of meets each year. There is just one instance where MOT Charter did not receive a meets in a subcategory in the renewal period: cash flow in 2013-2014. However, as pointed out in the renewal report and more fully explained in MOT’s 2013-2014 Annual Report, this change in cash flow was the result of investments made by MOT to expand its program to include a high school; not a red flag for financial instability.

**b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings.**

MOT Charter School has been audited by an independent auditor each year since opening. There have been no audit findings in the renewal period, and thus, no corrective actions, during the renewal period.

**c) As appendices, please provide the following documents:**

- Final Fiscal Year 2015 Revenue & Expenditure Budget Report. See Appendix B.
- Approved preliminary Fiscal Year 2016 Budget. See Appendix C.
- Fiscal Year 2015 Audited Financial Statements. See Appendix D.

**V. Five-Year Planning**

**5.1 Projected Enrollment**

**a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year. Note: This will become the school’s authorized enrollment for the new charter term.**

Projected Enrollment					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	78	75	75	75	75
Grade 1	78	75	75	75	75
Grade 2	78	75	75	75	75
Grade 3	78	75	75	75	75
Grade 4	78	75	75	75	75
Grade 5	78	75	75	75	75
Grade 6	78	78	78	78	78
Grade 7	78	78	78	78	78
Grade 8	78	78	78	78	78
Grade 9	166	188	188	188	188
Grade 10	150	166	185	185	185
Grade 11	0	148	164	183	183
Grade 12	0	0	145	162	180
<b>TOTAL</b>	<b>1018</b>	<b>1186</b>	<b>1366</b>	<b>1402</b>	<b>1420</b>

## 5.2 What are the school's plans for the next five years of the charter?

a) *Describe what changes and improvements the school will undertake in the next five years in all core content areas based on the school's examination of student performance outcomes.*

### 1. Continued Expansion of the High School Program

Now serving grades K-10, MOT Charter will continue to expand the high school program until it reaches the K-12 capacity. In addition to the program and staff enhancements related to the expansion, the school will continue to build capacity in the four CTE pathways currently being offered as of this year: Digital Business, Manufacturing Technology, Computer Science, and Biotechnology.

We will add AP Chemistry, AP English, AP Calculus, AP Computer Science, and AP History to our current AP offerings.

We will expand our dual enrollment partnership with Wilmington University and seek to add partnerships with the other area colleges and universities. Our dual enrollment opportunities will include courses in: computer programming, computer information systems, business, marketing, critical thinking, and art.

### 2. Content Standards

In 2013-2014, there were two major curricular efforts ongoing at the school. First, we were fully engaged in implementing the Common Core standards. Second, we were transitioning from Trailblazers to the Georgia Math curriculum in Grades K-5.

The school will adopt the Interactive Mathematics Program (IMP) currently used at the high school at the middle school level to better meet the standards of the Common Core.

The school will implement Schoology as a learning platform in the 2015-2016 school year.

The school will continue to embed more task oriented assessments in the general curriculum to ensure that students are developing problem-solving, critical thinking, and communication skills. In addition, the school has begun a specific focus on writing across the content areas.

The school will continue the transition to the Next Generation Science Standards by aligning our K-12 curriculum to the new standards and providing professional development to our science teachers. The school will also create and implement specific K-8 vertically aligned curriculum for grammar, vocabulary development, and cultural literacy.

### **3. Improving Proficiency of the Lowest Quartile of Students and Students with Disabilities**

The school's plan for addressing the proficiency of students with disabilities is set forth in the Corrective Action Plan. See Appendix R.

The school will further address the growth of our lowest achieving students by providing professional development around RTI and revamping some of the RTI structures in place to ensure that we are addressing the needs of our lowest achieving students. In addition, as of 2015-2016, we have adjusted student schedules to increase the minutes of math and reading instruction in grades 3-8.

- b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures.*

See Appendix N.

- c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.*

#### **HVAC Replacement at the K-8 School**

The current HVAC units at the K-8 school are nearing the end of their useful life. Therefore, in July 2016, MOT Charter we will replace ½ of the units. We plan to replace the other ½ of the units in July 2017. A quote for the work required is attached as Appendix O. We have raised approximately \$100,000 from friends of MOT Charter to help pay for this work. We will use cash reserves and grant proceeds to fund the remainder.

#### **Baseball/Softball Field at the High School**

The school's plan is to build a baseball/softball field in time for the spring 2017 season. An estimate for the cost of this is attached as Appendix P. This work will be funded with proceeds from Sports Booster activities and a matching grant.

#### **Gymnasium for the High School**

Our goal is to complete the high school facility with a gymnasium by FY 2020. The gymnasium has been designed and the cost estimate is attached as Appendix Q. We will move forward with this capital project when we have raised sufficient funds through grants and donations.

## **Annual Report 2018-19**

# MOT CHARTER SCHOOL

**ANNUAL REPORT**

**2018-2019**



**1156 Levels Road,  
Middletown, DE 19709**

**1275 Cedar Lane Road,  
Middletown, DE 19709**

**Phone:(302) 376-5125 (K-8 Academy)**

**(302) 366-2000 (High School)**

## 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	MOT Charter School
Year School Opened	2002
Enrollment 2018-2019 <sup>1</sup>	1314
Approved Enrollment	1402
School Address	1156 Levels Road, Middletown, DE 19709 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinnimink School District
Website Address	<a href="http://www.motcharter.com/">http://www.motcharter.com/</a>
Name of School Leader	Ned Southworth
School Leader Email and Phone Number	ned.southworth@mot.k12.de.us (302) 376-5125 (K-8 Academy) (302) 366-2000 (High School)
Name of Board President	Jennifer Taylor
<b>Mission Statement:</b> MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.	



**1.2 School Demographic Data:**

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2018-2019. (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.**)

<b>ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>	
	<b>2018-2019<sup>1</sup></b>
Total Enrollment	1314
# of Students on Waiting List	1293
<b>Gender</b>	
% Male	48.48%
% Female	51.52%
<b>Ethnicity/Race</b>	
% African American	23.59%
% American Indian	
% Asian	11.72%
% Hispanic/Latino	7.46%
% White	53.88%
% Multiracial	3.12%
<b>Special Populations</b>	
%Special Education <sup>2</sup>	5.78%
% English Language Learners	1.98%
% Low-Income	5.33% <b>by our records we had 11.11% low income students during the 2018-2019 year (based on the number of students receiving free and reduced cost meals</b>

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

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### 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
Sep 2013	Minor - add modular unit	Approved
Nov 2013	Minor - change enrollment phase-in of approved grade expansion	Approved

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

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### 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>		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K	75	75
Grade 1	75	75
Grade 2	75	76
Grade 3	75	75
Grade 4	75	78
Grade 5	75	79
Grade 6	78	78
Grade 7	78	78
Grade 8	78	78
Grade 9	188	174
Grade 10	185	177
Grade 11	183	150
Grade 12	162	121
<b>Total</b>	<b>1402</b>	<b>1314</b>

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

School Comments: MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9<sup>th</sup> graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and were very close to our projected enrollment in the 9<sup>th</sup> and 10<sup>th</sup> grades during the 2018-2019 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9<sup>th</sup> grade each year moving forward.

### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	MOT Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	4	
Grade 1	69	92.00%
Grade 2	75	100.00%
Grade 3	73	93.59%
Grade 4	77	98.72%
Grade 5	78	100.00%
Grade 6	76	97.44%
Grade 7	76	97.44%
Grade 8	75	96.15%
Grade 9	32	40.51%
Grade 10	155	82.89%
Grade 11	136	87.74%
Grade 12	119	88.81%
<b>Total/Avg</b>	1045	89.09%

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

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

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#### School Comments:

Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8<sup>th</sup> grade at MOT Charter School and were forced to return to their sending district or other choice or

charter schools. In the years since our high school opened, we have worked diligently to retain an increasingly larger number of our own “graduating” 8<sup>th</sup> graders. As we have added each new high school grade (10<sup>th</sup> grade in 2015-2016, 11<sup>th</sup> grade in 2016-2017 and 12<sup>th</sup> grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8<sup>th</sup> graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our *Academy of the Arts* or *Academy of Science and Technology*, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

## 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

**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	71.00	71% Exceeds Expectations
Academic Progress	125.00	82.00	66% Exceeds Expectations
School Quality/Student Success	75.00	75.00	100% Exceeds Expectations
Graduation Rate	75.00	73.00	97% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	35.00	70% Exceeds Expectations
Overall	425.00	336.00	79% Exceeds Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments over the course of the school year.

---

School Comments:

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. MOT Charter School scored higher than all Delaware school districts in reading and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, which measures reading and math knowledge in grades 3-8. In addition, among charter schools, MOT Charter School is ranked third in reading performance and third in math performance on those same assessments.

SBAC proficiency in reading at MOT was 26% above the state average in Language Arts and 23% above the state average in Math. Growth for reading and math both showed significant improvement this year as well. Because student growth is a core concept for MOT Charter School, even with this improvement we continue to address the need of students to grow and look forward to even greater reading and math growth in the future.

Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11<sup>th</sup> grade and measures students' proficiency in three areas, reading, writing and math.

In 2018-19, 74% of MOT Charter High School students were proficient on the 11<sup>th</sup> grade SAT assessment in reading. This is 26% above the state average for reading, but was down 12% from the year before. 51% of MOT Charter High School students were proficient on the SAT math assessment. This is 23% above the state average for math and was an increase of 3% over the year before. In writing, 66% of students were proficient. This is 24% above the state average and an increase of 10% over the year before.

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## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

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#### School Comments

For the 2018-2019 academic year, MOT Charter School received an overall academic performance rating of Exceeds Expectations. This is an improvement over our Meets Expectations rating from the year before. While we are proud of the improvement shown in 2018-2019, and we are also proud to have received an Exceeds Expectations ranking, MOT Charter School realizes that there still are academic areas that require further growth.

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## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	77.52%	50.00	39.00
Proficiency - Math	63.06%	50.00	32.00

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.

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### School Comments

MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA's Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing.

In 2018-19, only 3% of MOT reading scores and 4% of MOT math scores fell in the bottom quintile of scores nationally, while 42% of MOT reading scores and 37% of MOT math scores were in the top quintile of scores nationally. Put another way, there are approximately eleven times as many MOT students in the top quintile as there are in the bottom quintile.

When looking at the very top level of performance, 23% of MOT students scored in the top 10% of reading students nationally and 20% scored in the top 10% in reading. In other words, MOT has twice the number of students scoring in the top 10% as the national average.

The state of Delaware has not yet released Science and Social Studies performance for the 2018-19 school year.

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

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### School Comments

MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning-of-the-year and mid-year MAP testing to inform instruction and to revise our goals for students.

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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?

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School Comments

MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar students and schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and to create new learning for students.

If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

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growth, it still shows work yet to be done as well. Our expectation for ourselves remains that that all of our students, including our lowest and highest achieving students, will show significant growth every year.

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

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School Comments

MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2017, 18, and 19 school years and increase our growth going into next year. Last year, we built upon our strong foundation and increased the percentage of students proficient on the SAT in math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware's lowest quartile in math. In addition to the steps mentioned previously (data analysis, targeted professional development, etc.), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.

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

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School Comments

The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust instructional goals throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.

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## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Career and College Prep	103.95%	37.50	38.00
On Track in 9th Grade	98.70%	25.00	25.00
On-Track Attendance	96.25%	12.50	12.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

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.

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School Comments:

Every family wants their child to graduate high school ready and prepared to further their education and enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 100% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

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

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School Comments:

After a review of internal data for the 2018-2019 academic year, we found that 98.7% of our 9<sup>th</sup> graders earned 4 or more credits in ELA, math, science, social studies, and world language. Anecdotally, we also found that members of our 9<sup>th</sup> grade who attended MOT Charter K-8 building during middle and elementary school are very well prepared for MOT Charter High School and generally realize great success. At the same time, we enroll new 9<sup>th</sup> grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.

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

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School Comments:

MOT Charter School earned 100% of the DSSF points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.

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## 2.5 Graduation Rate

Metric	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	97.32%	75.00	73.00
ESEA Adjusted 5-Year Graduation Rate		n/a	n/a
ESEA Adjusted 6-Year Graduation Rate		n/a	n/a

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.

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School Comments:

DSSF data for Graduation is lag data. The most recent data available shows that for the 2017-18 senior class, 97.3% of students graduated on time within four years. This high graduation rate is the culmination of four years of hard academic work by the teachers and students of MOT.

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

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School Comments:

Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.

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

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School Comments:

Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.

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## 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
Progress Toward English Language Proficiency	69.70%	50.00	35.00

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.

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School Comments:

2018-19 was the first year that ELP data was reported for MOT Charter School. 69.7% of MOT Charter’s ELP growth target was achieved. This is above the Exceeds Target goal of 64%. At both the K8 and HS campuses, ELP students receive instruction in a pull out program that addresses their English Language Learner needs.

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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

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School Comments

In 2022, the target for ELP growth will increase to 74%. Our goal for this coming school year is to meet that target. Currently, our ELL staff are engaged in professional development opportunities offered by the state in order to improve their ELL knowledge. It is our belief that the increased understanding of ELL needs will allow us to achieve this goal.

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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.



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## School Comments

MOT Charter School uses the state WIDA assessment to track ELL student progress and to identify areas of strength and weakness that can be targeted in ELL support sessions.

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### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain **high academic standards with a focus on 21<sup>st</sup> century skills**, utilize **diverse and student-centered teaching strategies**, and develop **high levels of student and parent engagement**. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the SEssentials survey. To measure **high academic standards with a focus on 21<sup>st</sup> century skills**, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure **diverse and student-centered teaching strategies**, we will review data from the 5 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure **high levels of student and parent engagement**, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to **meet the standard** of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus; if one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be **approaching the standard**; if one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered **far below the standard**.

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					
Staff	Measure	Definition of Rating	Data Source	Data Collection Process	Measure
		<p>Meets Standard: Average score of 60 or greater in all three assessment categories</p> <p>Approaching Standard: Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p>Far Below Standard: Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	Internal Surveys	Anonymous surveys conducted electronically.	1a1

a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

#### School Comments

MOT Charter met our mission specific goal for the 2018-2019 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – *high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.*

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

### MOT 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		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

#### School Comments:

MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.

#### *Strong Site-Based Leadership*

MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Two of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.

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A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board's members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- Head of School (4 years at MOT; previously 15 years as an educator, senior administrator and school leader; 8 years in business and operations management)
- K-12 Director of Student Services (10 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (5 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (15 years; previously a lead mentor)
- Business Manager (16 years)

### *Shared Accountability*

MOT Charter embodies the phrase "it takes a village" not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school's success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

### *Hiring Process Aligned with Our Mission*

MOT's hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen
  - Telephone Interview
  - Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
  - Writing Sample Review
  - Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding their lessons.
  - Head of School Interview
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- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

*Exit Interviews*

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

*Satisfaction Surveys*

MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.

*Written Policies and Procedures*

MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights & Privacy Act Policy are regularly reviewed and updated.

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

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School Comments:  
See above

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

N/A

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## Performance Agreement

### Organizational Performance Expectations

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

MOT Charter School's overall organizational rating is meets standard. In the next renewal period, our expectation is to maintain the overall rating of meets standard 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).

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#### School Comments:

For the 2018-2019 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.

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### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Role/Title	Board Governance Training (Board on Track Training) (PDMS Sessions 1, 2, 3)	Financial Training Date
Mir Sadiq	Ali Khan	Board Member	<u>Aug 2015, Nov 2018</u>	11/25/19
Richard	Carroll Jr.	Board Member	9/25/19, 9/25/19, 9/24/19	11/29/19
Linda	Jennings	Board Member	8/29/19, 9/5/19, 9/5/19	7/1/11
Travis	Piser	Teacher Representative	11/25/19, 11/25/19, 11/25/19	11/26/19
Lou	Savino V.	Vice Chair	<u>Aug 2015, Nov 2018</u>	11/27/19
Steve	Stallone	Board Member	<u>Aug 2015, Nov 2018</u>	11/26/11
Sam	Sullivan	Secretary	10/21/19, 10/21/19, 10/21/19	11/25/19
Jennifer	Taylor	Chair	11/25/19, 11/25/19, 11/25/19	11/25/19
Dave	Watlington	Treasurer	<u>Aug 2015, Nov 2018</u>	11/21/13
Edward	Southworth	Head of School (ex officio)	8/29/19, 9/5/19, 9/5/19	9/25/19

\*Please list only the most recent training date.

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

#### School Comments:

All members of the MOT Charter School Board of Directors received governance training conducted by the *Board on Track* corporation in August of 2015, and participated in *Board on Track's* "Board Performance Assessment Master Class" in November of 2018. All members also completed the DDOE financial trainings at the time they joined the board. Further, we have committed to having all members complete the recently released Governance Training series (all three sessions – *Board Governance Standards, School Leader Evaluation, and Academic Oversight*) and the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.

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
Meryl	Hewett	MOT Business Manager	11/21/2013
Linda	Jennings	Board Member	7/1/2011
Edward	Southworth	Head of School	9/25/19
Jennifer	Taylor	Teacher Representative	11/25/2019
Joe	Ulizio	Parent Representative	3/30/2017
Richard	Riggs	DOE Representative	11/30/15
Dave	Watlington	Committee Chair	11/21/2013

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#### School Comments:

All members of the CBOC completed the DDOE financial trainings at the time they joined the committee. Further, we have committed to having all members complete the new *Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members* offered by the DDOE through PDMS during the 2019-2020 academic year.

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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
95	69	73

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.

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School Comments:

We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.

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

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School Comments:

MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, and diversity and inclusion committees.

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## 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	
2018-2019	M	M	AS	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:

MOT Charter School received a "meets standard" overall rating for 2018-2019. Additionally, we have received an overall rating of "meets standard" in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.

#### *Budget Process*

- Our annual budgets are based on conservative revenue projections.
- We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.
  - We look at a three year history to more accurately project expenses.
  - In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.
- Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.

#### *Transparency*

- 
- The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.
  - The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.
  - Board and CBOC members are trained in how to review the financial reports and ask probing questions.

*Internal Controls and Fiduciary Oversight*

- We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.
- The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school's performance against the framework's benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.
- Board level Finance & Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.

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

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School Comments:  
See above

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

N/A

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

<b>2018-2019</b>
<b>94%</b>

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:**

2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

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## Performance Agreement

### Financial Performance Expectations

MOT Charter School's overall financial rating is meets standard. In the next renewal period, our expectation is to maintain 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.

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#### School Comments:

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

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

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#### School Comments:

N/A

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## 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).

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School Comments:

### *Supportive and Friendly Environment*

At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.

Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.

### *Involved Parents*

Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours each year, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Finally, parent volunteers regularly provide support in our library.

### *Rigorous, Student-Centered Instruction*

At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding.

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Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students continue to excel.

### *Responsive Curriculum*

Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter’s curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

### *Early Intervention*

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

### *Well-Rounded Arts Program Beginning In Kindergarten*

We believe that a well-rounded education includes study in the arts. MOT’s educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the *Academy of the Arts* and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

### *K-12 Continuous Course of Study*

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students’ needs.

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The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

#### *1-to-1 technology program*

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using *Schoology* as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the *Schoology* platform to portions of our K8 Academy, and have also expanded our 1-to-1 technology program to include grade 6, 7, and 8. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms.

#### *Commitment to Enrichment Programs at K8*

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7<sup>th</sup> and 8<sup>th</sup> grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

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## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	MOT Charter School
<b>Location:</b>	1156 Levels Road Middletown, DE 19709

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)

12-02-2019  
Date

<b>Print/Type Name:</b>	Jennifer Taylor
<b>Title (if designated):</b>	Chair, MOT Charter School Board of Directors
<b>Date of approval by board of directors:</b>	Annual Report will be reviewed and approved by full board at next scheduled meeting, January 15, 2020

## VIII. APPENDICES

### 3.1 Mission Specific Goal(s) Data

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain **high academic standards with a focus on 21<sup>st</sup> century skills**, utilize **diverse and student-centered teaching strategies**, and develop **high levels of student and parent engagement**. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the 5Essentials survey. To measure **high academic standards with a focus on 21<sup>st</sup> century skills**, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure **diverse and student-centered teaching strategies**, we will review data from the 5 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure **high levels of student and parent engagement**, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to **meet the standard** of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be **approaching the standard**. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered **far below** the standard.

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				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	<p><b>Meets Standard:</b> Average score of 60 or greater in all three assessment categories</p> <p><b>Approaching Standard:</b> Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p><b>Far Below Standard:</b> Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	State of DE School Climate Survey / Internal Surveys	Anonymous surveys conducted electronically.	1a1

#### MOT Charter School mission specific goal performance analysis for the 2018-2019 academic year:

We created our mission specific goals as an outgrowth of our overall school mission and philosophy, and designed them to be assessed using data gathered in the 5Essentials survey that was conducted by the state of Delaware during the spring of 2016. Unfortunately, the state chose not to conduct the survey during the spring of 2016. In order to successfully gather the data required to gauge our success as defined in our mission specific goals, we incorporated the ideas behind the relevant questions from the 5Essentials survey into an internally created and conducted teacher and student survey. For each of the three areas under study, **high academic standards with a focus on 21<sup>st</sup> century skills (6 total subcategories)**, **diverse and student-centered teaching strategies (7 total subcategories)**, and **high levels of student and parent engagement (4 total subcategories)**, we chose specific survey questions that best captured the goal behind each subcategory. The percent of responses that indicated

“agree” or “strongly agree” with the question was determined to be the “score” for that subcategory. Subcategory responses were then averaged to create an overall score for each of the three areas under study. For the 2018-2019 academic year, MOT Charter School **Meets Standard** for its mission specific goals. In each of the three areas under study, **high academic standards with a focus on 21<sup>st</sup> century skills** (87.87%), **diverse and student-centered teaching strategies** (86.13%), and **high levels of student and parent engagement** (86.82%), scores exceeded the 60% threshold.

A detailed breakdown of survey results is below, providing scores for each subcategory and an overall category average. The headings for the subcategories are tied directly back to the original 5Essentials survey. Attached please also find an excel file of the complete responses for each question used in the analysis.

#### Mission-specific goal setting

- I. High Academic Standards with a focus on 21<sup>st</sup> Century Skills – **87.87%** (average of all 6 subcategories)
  - a. Ambitious Instruction
    - i. English instruction – teacher survey question 6, sub-question 1: **84.21%**
    - ii. Math instruction – student survey: **95.40%**
    - iii. Academic press – student survey: **91.20%**
    - iv. Quality of student discussion – teacher survey question 6, sub-question 3: **84.21%**
  - b. Classroom rigor – student survey: **99.00%**
  - c. Inquiry-based science instruction – student survey: **73.20%**
  
- II. Diverse & Student-centered Teaching Strategies – **86.13%** (average of all 7 subcategories)
  - a. Collaborative teachers
    - i. Collaborative practices – teacher survey question 10, sub-question 1: **89.47%**
    - ii. Collective responsibility - teacher survey question 3, sub-question 6: **94.74%**
    - iii. Quality professional development - teacher survey question 1, sub-question 3: **78.95%**
    - iv. School commitment - teacher survey question 3, sub-question 4: **68.42%**
    - v. Teacher-teacher trust - teacher survey question 5, sub-question 1: **89.47%**
  - b. Innovation - teacher survey question 8, sub-question 1: **100.00%**
  - c. Reflective dialog - teacher survey question 9, sub-question 4: **81.85%**
  
- III. High Levels of Student & Parent Engagement – **86.82%** (average of all 4 subcategories)
  - a. Involved families
    - i. Teacher-parent trust - teacher survey question 12, sub-question 3: **97.13%**
    - ii. Parent involvement in school - teacher survey question 12, sub-question 1: **89.48%**
    - iii. Parent influence on decision making in schools - teacher survey question 14, sub-question 5: **78.38%**
  - b. Academic engagement - student survey question 6, sub-question 3: **82.30%**

## References:

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

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

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

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

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

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

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

## **Performance Framework Reports**

MOT Charter School

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight
Education Program	1.a Mission Fidelity	2	2	100%	40%
	1.b Applicable State and Federal Requirements	10	10	100%	
	1.c Students with Disabilities	14	14	100%	
	1.d English Learners	16	16	100%	
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%
	2.b Oversight of School Management	4	4	100%	
	2.c Reporting Requirements	3	3	100%	
Students and Staff	3.a Students Rights	7	7	100%	20%
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%	
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%
	Transportation				
	Health				

Overall Rating	Required Score in Overall Percent	Required Ratings in Measures
Meets Standard	95% to 100%	Score at an Approaching Standard or Meets Standard in all Measures Ratings. A school is not permitted to receive an overall rating of Meets Standard if they Standard' in any measure rating.
Approaching Standard	87% to 94.4%	Score at an Approaching Standard or Meets Standard in the majority of the Me A school is permitted to receive an overall rating of Approaching Standard if th 'Far Below Standard' in any measure rating.
Far Below Standard	Less than 87%	Score an overall rating of 86.4% or less <i>and/or</i> Achieve more than one rating of 'Far Below Standard' in any measure rating.



Sub Indicator %		Overall Rating
100%	40.00%	100%
100%	30%	
100%	20.00%	
100%	10%	

receive a rating of 'Far Below'

measures Ratings.

they achieve no more than one rating of

Key Indicator	Measure	Sample School Points Awarded	Possible Points	% Earned
Education Program	1.a Mission Fidelity	2	2	100
	1.b Applicable State and Federal Requirements	8	8	100
	1.c Students with Disabilities	13	14	93
	1.d English Learners	16	16	100
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100
	2.b Oversight of School Management	3	3	100
	2.c Reporting Requirements	3	3	100
Students and Staff	3.a Students Rights	7	7	100
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100
Facilities,	Facilities			



Transportation, Health and Safety	Transportation	17	17	100
	Health			
<b>TOTAL</b>		# of Points Earned By School (example 81 Points)		

Key Indicator %	# points required to meet standard for this measure	Range of points needed for Approaching Standard	Cut score for Far Below Standard	Calculation	The Overall Score is Calculated after all the measures have been calculated
98	2	1	0	39	This is a calculation of all of the measures. See Below
	8	6 to 7	5 or less		
	14	11 to 13	10 or less		
	16	12 to 15	11 or less		
100	10	8 or 9	7 or less	30	
	3	2	1 or less		
	3	2	1 or less		
100	7	6	5 or less	20	
	2	0	0		

100	17	14 to 16	Less than 14	10
	82	71-81	70 or less	

**Performance Framework Reports :: Organizational Performance  
Framework Report 2019-20**

MOT Charter School

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight
Education Program	1.a Mission Fidelity	2	2	100%	40%
	1.b Applicable State and Federal Requirements	10	10	100%	
	1.c Students with Disabilities	14	14	100%	
	1.d English Learners	16	16	100%	
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%
	2.b Oversight of School Management	4	4	100%	
	2.c Reporting Requirements	3	3	100%	
Students and Staff	3.a Students Rights	7	7	100%	20%
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%	
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%
	Transportation				
	Health				

Overall Rating	Required Score in Overall Percent	Required Ratings in Measures
Meets Standard	95% to 100%	Score at an Approaching Standard or Meets Standard in all Measures Ratings. A school is not permitted to receive an overall rating of Meets Standard if they Standard' in any measure rating.
Approaching Standard	87% to 94.4%	Score at an Approaching Standard or Meets Standard in the majority of the Me A school is permitted to receive an overall rating of Approaching Standard if th 'Far Below Standard' in any measure rating.
Far Below Standard	Less than 87%	Score an overall rating of 86.4% or less <i>and/or</i> Achieve more than one rating of 'Far Below Standard' in any measure rating.



Sub Indicator %		Overall Rating
100%	40.00%	100%
100%	30%	
100%	20.00%	
100%	10%	

receive a rating of 'Far Below

asures Ratings.

ey achieve no more than one rating of

Key Indicator	Measure	Sample School Points Awarded	Possible Points	% Earned
Education Program	1.a Mission Fidelity	2	2	100
	1.b Applicable State and Federal Requirements	8	8	100
	1.c Students with Disabilities	13	14	93
	1.d English Learners	16	16	100
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100
	2.b Oversight of School Management	3	3	100
	2.c Reporting Requirements	3	3	100
Students and Staff	3.a Students Rights	7	7	100
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100
Facilities,	Facilities			

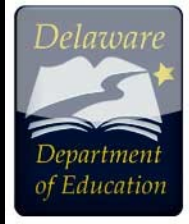
Transportation, Health and Safety	Transportation	17	17	100
	Health			
<b>TOTAL</b>		# of Points Earned By School (example 81 Points)		



Key Indicator %	# points required to meet standard for this measure	Range of points needed for Approaching Standard	Cut score for Far Below Standard	Calculation	The Overall Score is Calculated after all the measures have been calculated
98	2	1	0	39	This is a calculation of all of the measures. See Below
	8	6 to 7	5 or less		
	14	11 to 13	10 or less		
	16	12 to 15	11 or less		
100	10	8 or 9	7 or less	30	
	3	2	1 or less		
	3	2	1 or less		
100	7	6	5 or less	20	
	2	0	0		

100	17	14 to 16	Less than 14	10
	82	71-81	70 or less	

**Performance Framework Reports :: Financial Performance Framework  
Report 2019-20 (DRAFT)**



# Financial Framework Report MOT CHARTER SCHOOL

Reporting Period: July 1, 2019 to June 30, 2020

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. NEAR TERM INDICATORS

### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
0.37	3.20	3.05	2.98	3.24

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

### School Response To Rating:(Max 1100 Characters)

**Measure 1b. Days Cash:**

*Cash divided by (Total Expenses / 365)*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
213	195	172	169	158

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:(Max 1100 Characters)**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
96%	98%	94%	94%	97%

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:(Max 1100 Characters)**

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

School Response To Rating:(Max 1100 Characters)

## 2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 YR: 3.88%	1 YR: 5.62%	1 YR: -2.95%	1 YR: 0.91%	1 YR: 1.82%
3 YR: 10.17%	3 YR: 9%	3 YR: 1.93%	3 YR: 1.07%	3 YR: 0.05%

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:(Max 1100 Characters)

Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
0.73	0.73	0.73	0.73	0.71

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:(Max 1100 Characters)

Measure 2c. Cash Flow

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 YR: \$826944	1 YR: \$529038	1 YR: \$301936	1 YR: \$193092	1 YR: \$-81163
3 YR: \$1523433	3 YR: \$1355982	3 YR: \$830974	3 YR: \$495028	3 YR: \$111929

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:(Max 1100 Characters)**

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1.97	0.11	0.72	1.89	1.46

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

**School Response To Rating:(Max 1100 Characters)**

**3. FINANCIAL MANAGEMENT AND OVERSIGHT**

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
M	M	M	M	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.

School Response To Rating:(Max 1100 Characters)

## SUMMARY AND OVERALL RATING

### MOT Charter School

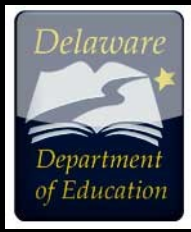
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2015-2016	F	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	AS	M	M	Meets Standard



**Performance Framework Reports :: Delaware School Success  
Framework (DSSF) 2018-19**

**<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=88&school=587>**

**Performance Framework Reports :: Organizational Performance  
Framework Report 2018-19**



# Organizational Framework Report

## MOT CHARTER SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Published: October 29, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

### 1. EDUCATION PROGRAM

#### Measure 1a.

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

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Based on information available to the DOE, the charter school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

#### Measure 1b.

**Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?**

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school is materially fulfilling applicable state and federal requirements including:

- Meeting state requirements on instructional minutes;
- Meeting state requirements for graduation and promotion in accordance with [14 DE Admin. Code 505](#) and [Del. C., Title 14, Ch. 1, II](#);
- Meeting Delaware content standards and state program requirements in accordance with [14 DE Admin. Code 500](#);
- Administering state assessments as required by Delaware law and [14 DE Admin. Code 100](#) and [Del. C., Title 14, Ch. 1, IV](#);
- Implementing a system of Response to Intervention (RTI) in accordance with the charter as well as [14 DE Admin. Code Title 14 Ch. 12](#);
- Implementing mandated programming in accordance with the terms of state and federal grants, as applicable; and
- Implementing mandated programming in accordance with the conditions and assurances for federal funds, as applicable.

**Measure 1c.**

**Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?**

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students with identified disabilities and those suspected of having a disability (including the [Individuals with Disabilities Education Act](#) (IDEA), [Section 504 of the Rehabilitation Act of 1973](#), and the [Americans with Disabilities Act](#)), including requirements for:

- Identification and referral;
- Access to the school’s facilities and programs for students and parents in a lawful manner and consistent with students’ abilities;
- Operational compliance to include the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Implementation of student Individualized Education Plans (IEPs) and Section 504 plans; and
- Discipline, including due process protections, manifestation determinations, and other identified state and federal requirements.

**Measure 1d.**

**Is the school fulfilling responsibilities for English Learners (ELs)?**

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners ([U.S. Department of Education/Office of Civil Rights](#), Title III of the [Every Student Succeeds Act \(ESSA\)](#), and [Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners](#)), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students’ abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

## 2. GOVERNANCE AND REPORTING

### Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to [Del. C., Title 14, Ch. 5, §512 \(1-2\)](#);
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to [Del. C., Title 29, Ch. 100](#), [Del. C., Title 14, Ch. 5, §512 \(14\)](#), and [Del. C., Title 14, Ch. 5, § 504 Corporate status](#);
- Board training as required by statute, pursuant to [Del. C., Title 14, Ch. 5, §512\(15\)](#) and [Del. C., Title 14, Ch. 18, §1803](#);
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to [Del. C., Title 14, Ch. 15](#), [Del. C., Title 14, Ch. 15 §1508](#), and [14 Del. Admin. Code 736](#);
- Conflicts of interest, paperwork, and processes pursuant to [Del. C., Title 29, Ch. 58, §5805](#); and
- Conduct of meetings and other business in accordance with the requirements of [Del. C., Title 29, Ch. 100](#).

### Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to [Del. C., Title 14, Ch. 5, §512 \(5\)](#);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to [Del. C., Title 14, Ch. 12, §1270](#) and [14 Del. Admin. Code 108A](#); and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to [Del. C., Title 14, Ch. 5, §512 \(14\)](#).

### Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school’s authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to [Del. C., Title 14, Ch. 5, §513](#); and
- Reporting requirements related to conditions placed on the charter.

### 3. STUDENTS AND STAFF

#### Measure 3a.

Is the school protecting the legal rights of all students?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware’s Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to [Del. C., Title 14, Ch. 5, §512 \(13\)](#);
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to [Del. C., Title 14, Ch. 5, §512 \(11\)](#), including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

#### Measure 3b.

Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with [Del. C., Title 14, Ch. 5, §507 \(c\)](#), 14 Del. [Admin. Code 745](#), and [14 Del. Admin. Code 275, 12](#).



## 4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

### Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to [Del. C., Title 14, Ch. 5, §512 \(12\)](#), including:

- Fire inspections and related records including the requirements of [Del. C., Title 29, Ch. 82, § 8237](#);
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to [Del. C., Title 29, Ch. 29](#);
- Provision of student transportation in accordance with [Del. C., Title 14, Ch. 5, §508](#) and 14 [Del. Admin. Code §1150](#);
- Required nursing services and dispensing of pharmaceuticals 14 [Del. Admin. Code 800 regulations](#);
- Provision of a no- or low-cost breakfast or lunch under a [federal national school breakfast or lunch program](#) in compliance with [State Regulations](#)—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., [Title 29, Ch. 82, § 8237](#).

## SUMMARY AND OVERALL RATING

### MOT Charter School

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

### HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

## SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

### MOT Charter School

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	M	M	M	M	D	M	Meets Standard
2013-2014	M	M	*	M	M	M	M	M	M	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	D	M	M	M	M	M	N/R	M	M	M	Meets Standard

## **DESCRIPTION OF PREVIOUS YEARS MEASURES:**

### **1. EDUCATION PROGRAM**

- 1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?
- 1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

### **2\*. FINANCIAL MANAGEMENT AND OVERSIGHT**

*\* Data for this measure is now included in the Financial Performance Framework*

### **3. GOVERNANCE AND REPORTING**

- 3a. Is the school complying with governance requirements?
- 3b. Is the school holding management accountable?
- 3c. Is the school complying with reporting requirements?

### **4. STUDENTS AND EMPLOYEES**

- 4a. Is the school protecting the rights of all students?
- 4b. Is the school meeting attendance goals?
- 4c. Is the school meeting all staff credentialing requirements?
- 4d. Is the school respecting employee rights?

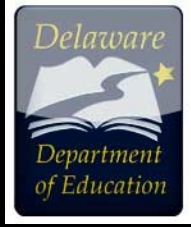
### **5. SCHOOL ENVIRONMENT**

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?

### **6. ADDITIONAL OBLIGATIONS**

- 6. Is the school complying with all other obligations?

**Performance Framework Reports :: Financial Performance Framework  
Report 2018-19**



# Financial Framework Report MOT CHARTER SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Published: December 09, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. NEAR TERM INDICATORS

### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.33	0.37	3.20	3.05	2.98

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

### Measure 1b. Days Cash:

*Cash divided by (Total Expenses / 365)*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
257	213	195	172	169

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.

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
97%	96%	98%	94%	94%

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:**

2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

## 2. SUSTAINABILITY INDICATORS

### Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: 19.75%	1 YR: 3.88%	1 YR: 5.62%	1 YR: -2.95%	1 YR: 0.91%
3 YR: 15.4%	3 YR: 10.17%	3 YR: 9%	3 YR: 1.93%	3 YR: 1.07%

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.

### Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.72	0.73	0.73	0.73	0.73

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

### Measure 2c. Cash Flow

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: \$696489	1 YR: \$826944	1 YR: \$529038	1 YR: \$301936	1 YR: \$193092
3 YR: \$470508	3 YR: \$1523433	3 YR: \$1355982	3 YR: \$830974	3 YR: \$495028

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.

**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
6.23	1.97	0.11	0.72	1.89

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

**3. FINANCIAL MANAGEMENT AND OVERSIGHT**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
M	M	M	M	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.

**SUMMARY AND OVERALL RATING**

**MOT Charter School**

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2014-2015	F	M	M	M	M	M	M	M	M	Meets Standard
2015-2016	F	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard





## **Renewal Report - April 30, 2020**



Delaware Department of  
Education  
2020-2021 Renewal Report  
MOT Charter School  
April 30, 2020

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#### **II. Academic Performance**

#### **III. Organizational Framework**

#### **IV. Financial Framework**

#### **Attachments**

#### Attachments:

- i. 2016-2017 Annual Report
- ii. 2017-2018 Annual Report
- iii. 2018-2019 Annual Report
- iv. 2016-2017 Academic Performance Report
- v. 2017-2018 Academic Performance Report
- vi. 2018-2019 Academic Performance Report
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- xi. 2017-2018 Organizational Performance Report
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## Charter School Renewal Report

### Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal<sup>1</sup>. 14 *Del. C.* § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 *Del. Laws*, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

## I. OVERVIEW

### 1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	MOT Charter School
Year School Opened	2002
Enrollment 2019-2020 <sup>2</sup>	1375
Approved Enrollment	1420 (SY 2018-19)
School Address	1156 Levels Road, Middletown, DE 19709 1275 Cedar Lane Road, Middletown, DE 19709
District(s) of Residence	Appoquinimink School District
Website Address	<a href="http://www.motcharter.com/">http://www.motcharter.com/</a>
Name of School Leader	Ned Southworth
School Leader Email and Phone Number	ned.southworth@mot.k12.de.us (302) 376-5125 (K-8 Academy) (302) 366-2000 (High School)
Name of Board President	Jennifer Taylor
Board President Email	Jennifer.taylor@mot.k12.de.us
<b>Mission Statement:</b> MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.	

## 1.2 School Demographic Data:

Review the following chart with the school’s demographics at the time of submission (all information must be verifiable through state reporting tools):

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2016-2017 <sup>2</sup>	2017-2018 <sup>2</sup>	2018-2019 <sup>2</sup>	2019-2020 <sup>2</sup>
Total Enrollment	1159	1288	1314	1375
Gender				
% Male	49.70%	48.91%	48.48%	49.53%
% Female	50.30%	51.09%	51.52%	50.47%
Ethnicity/Race				
% African American	23.21%	22.83%	23.59%	24.44%
% American Indian				0.22%
% Asian	10.09%	11.57%	11.72%	12.65%
% Hispanic/Latino	6.13%	7.07%	7.46%	7.49%
% White	57.38%	55.67%	53.88%	51.71%
% Multiracial	2.93%	2.56%	3.12%	3.35%
Special Populations				
%Special Education <sup>3</sup>	6.04%	5.51%	5.78%	6.18%
% English Language Learners	1.55%	1.24%	1.98%	2.04%
% Low-Income	5.44%	6.37%	5.33%	5.16%

<b>School Comments 2018-2019</b>	by our records we had 11.11% low income students during the 2018-2019 year (based on the number of students receiving free and reduced cost meals
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<b>School Comments 2017-2018</b>	By our records we had 13% low-income students as of 9/30/17 (using number of students receiving free and reduced cost meals.
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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### 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.

Date	Modification Requested	Outcome
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<b>School Comments 2018-2019</b>	The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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## 1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	2016-2017		2017-2018		2018-2019		2019-2020	
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count
K	75	75	75	75	75	75	75	75
Grade 1	75	78	75	75	75	75	75	78
Grade 2	75	78	75	78	75	76	75	75
Grade 3	75	78	75	78	75	75	75	76
Grade 4	75	78	75	78	75	78	75	75
Grade 5	75	79	75	78	75	79	75	78
Grade 6	78	78	78	78	78	78	78	77
Grade 7	78	79	78	78	78	78	78	78
Grade 8	78	78	78	79	78	78	78	76
Grade 9	188	182	188	187	188	174	188	188
Grade 10	166	159	185	155	185	177	185	173
Grade 11	148	117	164	134	183	150	183	179
Grade 12			145	115	162	121	180	147
<b>Total</b>	<b>1186</b>	<b>1159</b>	<b>1366</b>	<b>1288</b>	<b>1402</b>	<b>1314</b>	<b>1420</b>	<b>1375</b>

### DOE Summary:

MOT Charter School has demonstrated consistent enrollment over the course of its current charter term.

### School Comments 2018-2019

MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and were very close to our projected enrollment in the 9th and

	10th grades during the 2018-2019 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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<b>School Comments 2017-2018</b>	MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment in the 9th grade during the 2017-2018 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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<b>School Comments 2016-2017</b>	MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment of 188 students in the 9th grade during the 2017-2018 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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(10th grade in 2015-2016, 11th grade in 2016-2017 and 12th grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

**School Comments  
2016-2017** Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8th grade at MOT Charter School and were forced to return to their sending district or other choice or charter schools. In the three years since our high school opened, we have retained an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016 and 11th grade in 2016-2017) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

## II. Academic Performance

### 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.

## HISTORICAL DATA (SY 16/17)

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	4 Stars (110/150pts) Meets Standard
Growth	3 Stars (106/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	4 Stars (76/100pts) Meets Standard

<b>School Comments 2016-2017</b>	<p>MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 15 charter schools with students in grades 3-8, MOT is ranked second, third or fourth in reading and math performance at all grade levels as measured by the state’s SBAC assessment. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in these grades in the future.</p> <p>Because our high school is just in its infancy, it has not generated SAT growth score information yet, but early indicators are that the high school will earn similarly strong results. School wide attendance at MOT continues to be very strong - above 96.5% K-12 for the entire 2016-17 school year. In 2016-17, MOT Charter originated its first 11th grade class. The juniors, along with their peers in ninth and tenth grade, continue to blaze new territory for MOT, successfully completing many dual enrollment and AP classes.</p>
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## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is "Meets." In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall academic performance rating of "Meets Standard." While we are proud of this rating, we work towards receiving a rating of "exceeds standard" in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and professional development.

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (110/150pts) Meets Standard	
	School	State
ELA	81.40 %	56.63%
Math	68.73%	45.13%
Science	63.08%	47.45%
Social Studies	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA's Measures of Academic Progress (MAP) assessment as an internal measure to see how students are progressing in comparison to a national benchmark. Only 4% of MOT reading scores and 5% of MOT math scores fall in the bottom quarter of scores nationally, while 59% of MOT reading scores and 52% of MOT math scores are in the top quarter of scores nationally. The difference is most pronounced when looking at the top decile of student scores nationally - 29% of MOT reading scores and 26% of MOT math scores fall in this category. While science performance is still well above state averages, it is an area where we are not yet achieving to meet our own expectations. This area is particularly important to MOT because of our focus on science and technology, especially on our high school campus.</p>
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**b) Expected outcomes for Academic Achievement**

<b>School Comments 2016-2017</b>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-11 system will show growth. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning of the year and midyear MAP testing to inform instruction and to revise our goals for students.</p> <p>One area we would like to improve upon is science. Currently our proficiency rate exceeds the state by 16%, but this does not match our proficiency levels reading and math. While we have changed much of our instruction in science classes to the new Next Generation Science Standards, additional change needs to take place. These changes are not yet captured by the state’s DCAS assessment but will be captured by the assessment that replaces it in 2018-19. It is our belief that this assessment will show that successful implementation of NGSS has taken place. Our expected outcome for science is that our performance matches that of math and reading, and then all three of the content areas show similar growth going forward.</p>
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**c) Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2016-2017</b>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, DCAS, SAT) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students’ growth to similar schools within the state of Delaware and the internal monitoring assessments allow us to compare our students’ growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and create new learning for students. As our high school continues to grow and develop, we will also look at Dual Enrollment and Advanced Placement success rates to determine whether our students are ready and prepared for education after MOT.</p> <p>If the data shows any areas where students are not growing appropriately, we will take corrective action to address the problem. Possible actions include revising curriculum, extra help for struggling students, and professional development.</p>
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## 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (106/200pts) Approaching	
	School	State
ELA	66.83 %	50.00 %
Math	39.50 %	50.00 %

### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Growth in ELA at MOT remains strong. MOT’s continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC test.</p> <p>Students’ growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT receive the highest level of ‘exceeds’ on the state assessment, at a rate 20% higher than the state in grades 3-8. In particular, we have determined that while 80% of our students who start the year as a 4 on the SBAC maintain that level the following year, many of them are not meeting the growth target predicted by the state. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our highest achieving students, will show significant growth.</p>
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## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	96.57 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	MOT Charter School will graduate our first class of high school seniors in June 2018. As such, we have no current graduation data upon which to comment. MOT Charter School's entire On Track to Graduate rating is based on student attendance. Our yearlong attendance rate of 96.57% for 2016-17 remains higher than the state average. This high attendance rate is a result of strong connections with our families and the creation of a school environment where students feel safe, welcome and successful. MOT Charter School fully expects this trend to continue in the 2017-18 school year.
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we have found that members of our
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	<p>9th grade who have attended MOT Charter School during middle and elementary school are very well prepared and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared than others. We have instituted a mixed-grade advisory program that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year, while providing parents with a single point of initial contact should they have any academic or social concerns. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.</p>
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**c) Progress measures to monitor On Track to Graduation outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>Attendance rates are monitored at MOT on a daily basis. School Policy supports early intervention with families that are struggling with attendance. We make personal contact with these families to discuss barriers to attendance and seek ways to eliminate those barriers. Although we do not have graduation rate numbers yet, counselors and administrators at the high school closely monitor student performance and meet with each student individually to monitor their progress. As our high school continues to grow we will review the on track to graduate number each year, and make adjustments to our program as needed, providing students the support they require to ensure success.</p>
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## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools: College and Career Preparation** is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (76/100pts) Meets Standard	
	School	State
Growth to Proficiency ELA	89.53 %	59.19 %
Growth to Proficiency Math	61.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	The Growth to Proficiency Measure is designed to determine whether or not students in grades 3-8 are on track for proficiency in reading and math in the next three years. MOT Charter School's continued focus on growth has enabled our students to exceed the state averages on Growth to Proficiency by over 30% in reading and 26% in math. As mentioned previously, MOT significantly exceeds state proficiency percentages at all grade levels. Our own internal data shows, though, that our most struggling students are also showing growth. For example, the small number of students who fell in the bottom quartile of performance on the MAP reading and math assessments at the beginning of the 2016-17 school year, decreased by a further 20% by the end of the school year.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	Because MOT Charter High School is a new high school, we are not yet generating final data for the College and Career Preparation measure. This data is generated by a variety of means, including the number of students scoring a 1550 on the SAT, the number of students participating in coop opportunities, students receiving a score of 3 or more on AP tests, and the number of students receiving a grade of B or higher in state approved dual enrollment classes. MOT Charter High School has made a significant investment in performance in these areas and intends to receive a rating of Meets or higher in the future.
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	MOT Charter School will use the metrics from the Delaware School Success Framework (DSSF) to measure our growth. SAT, AP, Dual Enrollment, CTE and Growth to Proficiency are all measures that align with our school's mission.
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## SY 17/18 - SY18/19

### 2.1 Delaware School Success Framework

#### 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	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	100.00	72.00	72% Exceeds Expectations	100.00	71.00	71% Exceeds Expectations
Academic Progress	125.00	76.00	61% Meets Expectations	125.00	82.00	66% Exceeds Expectations
School Quality/Student Success	75.00	74.00	99% Exceeds Expectations	75.00	75.00	100% Exceeds Expectations
Graduation Rate	n/a	n/a	Not Applicable	75.00	73.00	97% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	50.00	35.00	70% Exceeds Expectations
Overall	300.00	222.00	74% Meets Expectations	425.00	336.00	79% Exceeds Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments

#### DOE Summary:

MOT Charter School has met or exceeded all academic metrics. The school consistently exceeds the state averages in academic performance.

#### School Comments 2018-2019

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. MOT Charter School scored higher than all Delaware school districts in reading and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, which measures reading and math knowledge in grades 3-8. In addition, among charter schools, MOT Charter School is ranked third in reading performance and third in math performance on those same assessments.

SBAC proficiency in reading at MOT was 26% above the state average in Language Arts and 23% above the state average in Math. Growth for reading and math both showed significant improvement this year as well. Because student



growth is a core concept for MOT Charter School, even with this improvement we continue to address the need of students to grow and look forward to even greater reading and math growth in the future.

Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math.

In 2018-19, 74% of MOT Charter High School students were proficient on the 11th grade SAT assessment in reading. This is 26% above the state average for reading, but was down 12% from the year before. 51% of MOT Charter High School students were proficient on the SAT math assessment. This is 23% above the state average for math and was an increase of 3% over the year before. In writing, 66% of students were proficient. This is 24% above the state average and an increase of 10% over the year before.

**School Comments 2017-2018**

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 17 charter schools with students in grades 3-8, MOT is ranked third in reading performance and third in math performance as measured by the state's Smarter Balanced Assessment Consortium (SBAC) assessment. SBAC proficiency in reading was 21.3% above the state average in Language Arts and 26.6% above the state average in Math. Math proficiency at MOT in 6th grade was the second highest among all schools in the state of Delaware. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in these grades in the future.

Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math. 86.3% of MOT Charter High School students were identified as proficient on the reading portion of the SAT, a strong increase of 8.5% over the year before. Reading proficiency for African American students was 80.9%, third highest in the state among all Delaware high schools. Our High School's proficiency level in reading is 36.5% above the Delaware state average. In math, MOT Charter High School's proficiency was sixth in the state at 48%. MOT's math proficiency level is 19.5% above the state average. Writing proficiency as measured by the SAT was 55.6%, sixth highest among high schools in Delaware. This was a significant increase of 17.6% over the year before.

## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is "Meets." In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

#### DOE Summary:

MOT Charter School has consistently met and exceeded state academic performance standards. The school has exceeded the state average in all four metrics the last three years.

#### School Comments 2018-2019

For the 2018-2019 academic year, MOT Charter School received an overall academic performance rating of Exceeds Expectations. This is an improvement over our Meets Expectations rating from the year before. While we are proud of the improvement shown in 2018-2019, and we are also proud to have received an Exceeds Expectations ranking, MOT Charter School realizes that there still are academic areas that require further growth.

#### School Comments 2017-2018

For the 2017-2018 academic year, MOT Charter School received an overall academic performance rating of 'meets expectations.' While we are proud of this rating, we work towards receiving a rating of 'exceeds expectations' in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and targeted professional development.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall academic performance rating of "meets standard." While we are proud of this rating, we work towards receiving a rating of "exceeds standard" in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and professional development.

## 2.2 Academic Achievement

Metric	2018-2019		
	Value	Points	Points Earned
Proficiency - ELA	77.52%	50.00	39.00
Proficiency - Math	63.06%	50.00	32.00
2017-2018			
Proficiency - ELA(grades 3-8 and 11)	77.62%	50.00	39.00
Proficiency - Math(grades 3-8 and 11)	65.17%	50.00	33.00

### DOE Summary:

In SY 18/19, MOT Charter School earned an “Exceeds Expectations” rating for Academic Achievement. ELA proficiency was at 77.52%, a slight decrease of .10% since SY 17/18 and 24.82% higher than the State average (52.7%). Math proficiency was at 63.06% a slight decrease of 2.11% since SY 17/18, but 20.96% above State average (42.1%).

- 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 2018-2019

MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA’s Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing.

In 2018-19, only 3% of MOT reading scores and 4% of MOT math scores fell in the bottom quintile of scores nationally, while 42% of MOT reading scores and 37% of MOT math scores were in the top quintile of scores nationally. Put another way, there are approximately eleven times as many MOT students in the top quintile as there are in the bottom quintile.

When looking at the very top level of performance, 23% of MOT students scored in the top 10% of reading students nationally and 20% scored in the top 10% in reading. In other words, MOT has twice the number of students scoring in the top 10% as the national average.

The state of Delaware has not yet released Science and Social Studies performance for the 2018-19 school year.

<p><b>School Comments 2017-2018</b></p>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA's Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing. In 2017-18, only 4% of MOT reading scores and 5% of MOT math scores fell in the bottom quarter of scores nationally, while 55% of MOT reading scores and 51% of MOT math scores were in the top quarter of scores nationally. The difference is most pronounced when looking at the top 10% of student scores nationally. Over a quarter of MOT Charter High School students fell in this top category in both reading and in math. The state of Delaware did not measure Science and Social Studies performance in the 2017-18 school year.</p>
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b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

<p><b>School Comments 2018-2019</b></p>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning-of-the-year and mid-year MAP testing to inform instruction and to revise our goals for students.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning of the year and midyear MAP testing to inform instruction and to revise our goals for students.</p>
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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?

<p><b>School Comments 2018-2019</b></p>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar students and schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for</p>
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the year and to create new learning for students.  
If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

**School Comments  
2017-2018** MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and create new learning for students.

If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

### 2.3 Academic Progress

	2018-2019		
Metric	Value	Points	Points Earned
Growth - ELA	69.91%	50.00	35.00
Growth - Math	60.85%	50.00	30.00
Growth of Highest Quartile - ELA	67.21%	6.25	4.00
Growth of Highest Quartile - Math	62.79%	6.25	4.00
Growth of Lowest Quartile - ELA	79.44%	6.25	5.00
Growth of Lowest Quartile - Math	66.55%	6.25	4.00
	2017-2018		
Growth - ELA(grades 4-8)	63.83%	50.00	32.00
Growth - Math(grades 4-8)	58.49%	50.00	29.00
Growth of Highest Quartile - ELA(4-8)	65.34%	6.25	4.00
Growth of Highest Quartile - Math(4-8)	61.34%	6.25	4.00
Growth of Lowest Quartile - ELA(4-8)	63.00%	6.25	4.00
Growth of Lowest Quartile - Math(4-8)	52.87%	6.25	3.00

#### DOE Summary:

In the past two years, MOT Charter School has met or exceeded expectations for Academic Progress. MOT Charter School has outperformed state averages. For English Language Arts in SY 18/19 69.91% of MOT Charter School students met growth targets in English Language Arts, which was 8.99% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance improved from 63.83% to 69.91%, respectively.

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  
2018-2019**

Growth in ELA at MOT remains strong. MOT's continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.

Although the percentage of students meeting their SBAC growth target in math improved from 58.5% to 60.9% last year, growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT only receive the lowest rating of 'Well Below Standard' at a rate 21% lower than the state average and receive the highest level of 'Exceeds Standard' on the state assessment at a rate 16% higher than the Delaware average.

In math, the percentage of students in MOT's highest quartile that met their growth target showed modest improvement from 61.3% to 62.8%. The percentage of students in MOT's lowest quartile that met their growth target showed significant improvement from 52.9% to 66.6%. While this demonstrates substantial growth, it still shows work yet to be done as well. Our expectation for ourselves remains that that all of our students, including our lowest and highest achieving students, will show significant growth every year.

**School Comments  
2017-2018**

Growth in ELA at MOT remains strong. Our continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.

Students' growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT receive the highest level of 'exceeds' on the state assessment at a rate 21% higher than the Delaware average in grades 3-8. For the coming school year, we are focused on the fact that while 80% of our students who start



	<p>the year as a 4 on the SBAC maintain that level the following year, too many are not meeting the growth target predicted by the state. In addition, the growth of those MOT math students who fall in the State of Delaware’s lowest quartile is lower than other math students at MOT. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our lowest and highest achieving students, will show significant growth every year.</p>
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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

<p><b>School Comments 2018-2019</b></p>	<p>MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2017, 18, and 19 school years and increase our growth going into next year. Last year, we built upon our strong foundation and increased the percentage of students proficient on the SAT in math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware’s lowest quartile in math. In addition to the steps mentioned previously (data analysis, targeted professional development, etc.), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 and 2017-18 school years and increase growth going into next year. Last year, we already built upon our strong foundation and increased the percentage of students proficient on the SAT in reading, math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware’s lowest quartile in math. In addition to the steps mentioned previously (new curricula, data analysis, targeted professional development), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.</p>
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

<p><b>School Comments 2018-2019</b></p>	<p>The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust instructional goals throughout the school year. This is true both for students in</p>
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	<p>programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.</p>
<p><b>School Comments 2017-2018</b></p>	<p>The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.</p>

## 2.4 School Quality/ Student Success

Metric	2018-2019		
	Value	Points	Points Earned
Career and College Prep	103.95%	37.50	38.00
On Track in 9th Grade	98.70%	25.00	25.00
On-Track Attendance	96.25%	12.50	12.00
Proficiency - Science	n/a	n/a	n/a
Proficiency - Social Studies	n/a	n/a	n/a
	2017-2018		
Chronic Absenteeism (K-12)	95.29%	12.50	12.00
College and/or Career Preparedness(9-12)	104.41%	37.50	38.00
On Track in 9th Grade(grade 9)	97.49%	25.00	24.00
Proficiency - Science(5,8 and Biology)	n/a	n/a	n/a
Proficiency - Social Studies(4,7 and HS)	n/a	n/a	n/a

### DOE Summary:

MOT Charter School has exceeded the Value for attendance for SY 2018-19 at 96.25% and on-track to graduation for SY 2017-18 at 97.49%. MOT Charter School continues to excel in College and Career Preparedness for SY 2017-18 at 104.41% and for SY 2018/19 College Career Prep at 103.9%

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 2018-2019

Every family wants their child to graduate high school ready and prepared to further their education and enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 100% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

### School Comments 2017-2018

Every family wants their child to graduate high school ready and prepared to further their education and have the skills to enter the workforce. The DSSF

report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 99% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

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

**School Comments  
2018-2019**

After a review of internal data for the 2018-2019 academic year, we found that 98.7% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and world language. Anecdotally, we also found that members of our 9th grade who attended MOT Charter K-8 building during middle and elementary school are very well prepared for MOT Charter High School and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.

**School Comments  
2017-2018**

After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we also found that members of our 9th grade who have attended MOT Charter K-8 building during middle and elementary school are very well prepared and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning. Data from 2017-18 shows strong progress as a result, with 97.5% of ninth graders successfully progressing to tenth grade, an increase of 6.5%.

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

<b>School Comments 2018-2019</b>	MOT Charter School earned 100% of the DSSF points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.
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<b>School Comments 2017-2018</b>	MOT Charter School earned 99% of the points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.
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## 2.5 Graduation Rate

Metric	2018-2019		
	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	97.32%	75.00	73.00
ESEA Adjusted 5-Year Graduation Rate	n/a	n/a	n/a
ESEA Adjusted 6-Year Graduation Rate	n/a	n/a	n/a
2017-2018			
4-Year Cohort Graduation Rate	n/a	n/a	n/a
5-Year Cohort Graduation Rate	n/a	n/a	n/a
6-Year Cohort Graduation Rate	n/a	n/a	n/a

### DOE Summary:

MOT Charter School had its first graduating class in June of 2018. Thus, SY 2018-19 was the first year that the school was eligible to earn a rating for this indicator. The school earned an “Exceeds Expectations” rating for Graduation Rate.

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.

<b>School Comments 2018-2019</b>	DSSF data for Graduation is lag data. The most recent data available shows that for the 2017-18 senior class, 97.3% of students graduated on time within four years. This high graduation rate is the culmination of four years of hard academic work by the teachers and students of MOT.
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<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware does not yet report a graduation rate for MOT.
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b) Looking ahead, what are your expected outcomes for Graduation Rate and what steps will you take to achieve them?

<b>School Comments 2018-2019</b>	Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.
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<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

<b>School Comments 2018-2019</b>	Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.
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<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.
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## 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	2018-2019		
	Value	Points	Points Earned
Progress Toward English Language Proficiency	69.70%	50.00	35.00
	2017-2018		
Progress Toward English Language Proficiency	n/a	n/a	n/a

### DOE Summary:

Progress Toward English Proficiency was not applicable in SY 17/18 because the group size was not 15 or greater. In SY 2018-19, the school had a sufficient number of students and earned an “Exceeds Expectations” rating for English Language Proficiency.

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.

<b>School Comments 2018-2019</b>	2018-19 was the first year that ELP data was reported for MOT Charter School. 69.7% of MOT Charter’s ELP growth target was achieved. This is above the Exceeds Target goal of 64%. At both the K8 and HS campuses, ELP students receive instruction in a pull out program that addresses their English Language Learner needs.
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<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.
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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

<b>School Comments 2018-2019</b>	In 2022, the target for ELP growth will increase to 74%. Our goal for this coming school year is to meet that target. Currently, our ELL staff are engaged in professional development opportunities offered by the state in order to improve their ELL knowledge. It is our belief that the increased understanding of ELL needs will allow us to achieve this goal.
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<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.
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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.

<b>School Comments 2018-2019</b>	MOT Charter School uses the state WIDA assessment to track ELL student progress and to identify areas of strength and weakness that can be targeted in ELL support sessions.
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<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.
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### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain high academic standards with a focus on 21<sup>st</sup> century skills, utilize diverse and student-centered teaching strategies, and develop high levels of student and parent engagement. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the SEssentials survey. To measure high academic standards with a focus on 21<sup>st</sup> century skills, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure diverse and student-centered teaching strategies, we will review data from the 7 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure high levels of student and parent engagement, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to meet the standard of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be approaching the standard. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered far below the standard.

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?

Staff	Measure	Definition of Rating	Data Source	Data Collection Process	Measure
		<p><b>Meets Standard:</b> Average score of 60 or greater in all three assessment categories</p> <p><b>Approaching Standard:</b> Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p><b>Far Below Standard:</b> Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	SEssentials Survey	PDF Upload and entry into system by DOE.	1a1

**DOE Summary:**  
MOT Charter School has earned a “Meets Standard” rating for its mission-specific goal for the past three years of its current charter term.

**a) mission specific goal(s).**

<b>School Comments 2018-2019</b>	MOT Charter met our mission specific goal for the 2018-2019 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
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<b>School Comments 2017-2018</b>	MOT Charter met our mission specific goal for the 2017-2018 academic year, achieving an average score of greater than 60 in each of the three main areas of
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	focus – <i>high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
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<b>School Comments 2016-2017</b>	MOT Charter met our mission specific goal for the 2016-2017 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
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### 3.2 Organizational Performance

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

#### SUMMARY AND OVERALL RATING

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	
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

MOT Charter School has consistently met all Organizational Performance Framework Measures and standards over the course of its charter term.

#### a) School's organizational performance over the current charter term

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b></p> <p>MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Two of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.</p> <p>A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board’s members come with legal, financial, operational and marketing expertise. The Board of Directors and</p>
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the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- Head of School (4 years at MOT; previously 15 years as an educator, senior administrator and school leader; 8 years in business and operations management)
- K-12 Director of Student Services (10 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (5 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (15 years; previously a lead mentor)
- Business Manager (16 years)

#### Shared Accountability

MOT Charter embodies the phrase “it takes a village” not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school’s success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

#### Hiring Process Aligned with Our Mission

MOT’s hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen
- Telephone Interview
- Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
- Writing Sample Review
- Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding their lessons.
- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the

	<p>participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.</p> <p><b>Exit Interviews</b></p> <p>When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.</p> <p><b>Satisfaction Surveys</b></p> <p>MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p><b>Written Policies and Procedures</b></p> <p>MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b></p> <p>MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Three of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.</p> <p>A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board’s members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.</p> <ul style="list-style-type: none"> <li>• K-12 Director of Student Services (9 years; previously a K8 Academy Principal; three children attend MOT)</li> <li>• High School Administrator (14 years; previously a K8 Academy Dean and Principal)</li> <li>• High School Administrator (4 years at MOT; previously spent 15 years at a local district)</li> <li>• K8 Academy Principal (14 years; previously a lead mentor)</li> </ul>
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- Business Manager (15 years)

#### Shared Accountability

MOT Charter embodies the phrase “it takes a village” not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school’s success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

#### Hiring Process Aligned with Our Mission

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- Resume Screen
- Telephone Interview
- Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
- Writing Sample Review
- Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and two other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding the three lessons.
- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

#### Exit Interviews

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

#### Satisfaction Surveys

MOT Charter annually conducts surveys to obtain feedback from parents,





of the school.

- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

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- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

#### Exit Interviews

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

#### Satisfaction Surveys

MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.

#### Written Policies and Procedures

MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights & Privacy Act Policy are regularly reviewed and updated.



**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2018-2019</b>	See Above
<b>School Comments 2017-2018</b>	See above
<b>School Comments 2016-2017</b>	See above

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

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<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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## Performance Agreement

### Organizational Performance Expectations

MOT Charter School's overall organizational rating is "Meets." In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

MOT Charter School has consistently met all Organizational Performance Framework Measures and standards.

<b>School Comments 2018-2019</b>	For the 2018-2019 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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<b>School Comments 2017-2018</b>	For the 2017-2018 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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<b>School Comments 2016-2017</b>	For the 2016-2017 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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### 3.3 Board Financial and Governance Members and Training

a) 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 (Board on Track Training) (PDMS Sessions 1,2,3) Date*
Mi Sadiq	Ali Khan	9/23/2015	1/24/2018	Board Member	11/25/19	12/5/19, 12/5/19, 12/5/19
Richard	Carroll Jr.	10/21/2015	10/21/2018	Board Member	11/29/19	9/25/19, 9/25/19, 9/24/19
Linda	Jennings	9/23/2015	9/23/2018	Board Member	Fall 2019	8/29/19, 9/5/19, 9/5/19
Travis	Piser	9/23/2015	9/23/2018	Teacher Representative	11/26/19	11/25/19, 11/25/19, 11/25/19
Lou	Savino V.	9/23/2015	1/24/2018	Vice Chair	12/16/19	11/29/19, 11/29/19, 11/29/19
Steve	Stallone	9/28/2016	6/28/2019	Board Member	11/27/19	11/29/19, 11/29/19, 11/29/19
Sam	Sullivan	9/23/2015	1/24/2018	Secretary	11/25/19	10/21/19, 10/21/19, 10/21/19
Jennifer	Taylor	9/23/2015	9/23/2018	Chair	11/25/19	11/25/19, 11/25/19, 11/25/19
Dave	Watlington	9/23/2015	1/24/2018	Treasurer	Fall 2019	8/29/19, 8/29/19, 8/29/19
Edward	Southworth	9/23/2015	1/24/2018	Head of School (ex officio)	9/25/19	8/29/19, 9/5/19, 9/5/19

#### DOE Summary:

MOT Charter School has established standards for ensuring its board members are properly trained.

#### School Comments 2018-2019

All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation in August of 2015, and participated in Board on Track's "Board Performance Assessment Master Class" in November of 2018. All members also completed the DDOE financial trainings at the time they joined the board. Further, we have committed to having all members complete the recently released Governance Training series (all three

	sessions – Board Governance Standards, School Leader Evaluation, and Academic Oversight) and the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.
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<b>School Comments 2017-2018</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their “Governance Grader” tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.
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<b>School Comments 2016-2017</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their “Governance Grader” tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.
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b) 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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Morris	Deputy	9/17/2014	9/17/2016	Parent Rep (no longer active on CBOC)	7/1/2011
Meryl	Hewett	9/21/2016	9/21/2018	MOT Business Manager	11/21/2013
Linda	Jennings	9/21/2016	9/21/2018	Board Member	7/1/2011
Lou	Savino	9/18/2013	9/18/2015	Parent Rep (no longer active on CBOC)	7/1/2011
Mike	Shearon	9/21/2016	1/1/2017	Community Member (no longer active on CBOC)	
Edward	Southworth	9/21/2016	9/21/2018	Head of School	7/25/2017
Steve	Stallone	9/16/2015	9/16/2017	Board member (no longer active on CBOC)	1/18/2011
Sam	Sullivan	9/18/2013	9/18/2015	Board member (no longer active on CBOC)	11/21/2013
Jennifer	Taylor	9/21/2016	9/21/2018	Teacher Representative	7/1/2011
Joe	Ulizio	9/21/2016	9/21/2018	Parent Representative	3/30/2017
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Dave	Watlington	9/21/2016	9/21/2018	Committee Chair	11/21/2013

**DOE Summary:**

MOT Charter School has established a system for ensuring CBOC members are properly trained.



### 3.4 Teacher Retention

2016-2017			2017-2018			2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92.3	60	65	96	69	72	95	69	73

#### DOE Summary:

MOT Charter School has maintained a 92.3% or higher teacher retention rate.

#### a) School's plans to monitor and minimize teacher attrition rates

<b>School Comments 2018-2019</b>	We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.
<b>School Comments 2017-2018</b>	We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and work hard each year to ensure that we offer as competitive a compensation package as possible.
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**b) School's professional development plans support teachers and leadership.**

<b>School Comments 2018-2019</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, and diversity and inclusion committees.
<b>School Comments 2017-2018</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, diversity and inclusion, and innovation committees.
<b>School Comments 2016-2017</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity to teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, diversity and inclusion, and our newly formed innovation committee.

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” overall rating for 2018-2019. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul>
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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	See above
<b>School Comments 2017-2018</b>	See above
<b>School Comments 2016-2017</b>	See above

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

**School Comments  
2018-2019**

**1. NEAR TERM INDICATORS**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

<b>2018-2019</b>
<b>94%</b>

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:**

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2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

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<b>School Comments 2017-2018</b>	School comments for SY <b>2017-2018</b> can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2016-2017</b>	School comments for SY 14/15 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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## Performance Agreement

### Financial Performance Expectations

MOT Charter School's overall financial rating is "Meets". In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### School Comments 2018-2019

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2017-2018

For the 2017-2018 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
Not Applicable.

<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments</b> <b>2018-2019</b>	<p><b>Supportive and Friendly Environment</b></p> <p>At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.</p> <p>Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.</p> <p><b>Involved Parents</b></p> <p>Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours each year, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Finally, parent volunteers regularly provide support in our library.</p> <p><b>Rigorous, Student-Centered Instruction</b></p> <p>At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding. Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students continue to excel.</p> <p><b>Responsive Curriculum</b></p> <p>Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement</p>
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results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

#### Early Intervention

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

#### Well-Rounded Arts Program Beginning In Kindergarten

We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the Academy of the Arts and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

#### K-12 Continuous Course of Study

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

**School Comments  
2017-2018**

**Supportive and Friendly Environment**

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**Involved Parents**

Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Parent volunteers regularly provide support in our library.

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#### 1-to-1 technology program

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using Schoology as our

	<p>learning platform, students and teachers engage in a true blended learning experience. We have extended use of the Schoology platform to portions of our K8 Academy, and have also begun to transition our middle school grades towards a more classroom-technology-rich environment. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms. Our hope in the next few years is to extend our 1-to-1 program to include our middle school students as well.</p> <p><b>Commitment to Enrichment Programs at K8</b></p> <p>The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.</p>
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<p><b>School Comments 2016-2017</b></p>	<p><b>Supportive and Friendly Environment</b></p> <p>At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.</p> <p>Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.</p> <p><b>Involved Parents</b></p> <p>Involved parents are a key ingredient to MOT’s success. With over 500 family members logging almost 5,000 volunteer hours, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT’s sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors</p>
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#### K-12 Continuous Course of Study

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#### Commitment to Enrichment Programs at K8

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

## References:

<sup>1</sup>A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

<sup>2</sup>Based on September 30<sup>th</sup> Unit Count

<sup>3</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

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

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

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

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

<sup>4</sup> US DOE Flexibility Letter can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA\\_Flex\\_Renewal\\_Letter\\_7-9-15.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf).

<sup>5</sup>Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.



**Renewal Application - September 30, 2020**

**DELAWARE CHARTER SCHOOL  
RENEWAL APPLICATION  
September 30, 2020**



**MOT CHARTER SCHOOL**

**1156 Levels Road,  
Middletown, DE 19709**

**1275 Cedar Lane Road,  
Middletown, DE 19709**

**(302) 376-5125 (K-8 Academy)**

**(302) 366-2000 (High School)**

**[www.motcharter.com](http://www.motcharter.com)**

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## I. INTRODUCTION AND RENEWAL APPLICATION GUIDANCE

In accordance with 14 *Del. C.* § 514A(c), no later than April 30, the Department will issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report will summarize the charter school's performance record to date in accordance with the school's Performance Agreement, and as measured by the Performance Framework, and will provide notice of any weaknesses or concerns perceived by the Department concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school will have 10 working days to respond to the renewal report and submit any corrections or clarifications.

As stated in 14 *Del. C.* Ch. 5 § 514A(g), in making charter renewal decisions every approving authority shall:

1. Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance agreement set forth in the charter contract;
2. Ensure that data used in making renewal decisions are available to the school and the public; and
3. Provide a public report summarizing the evidence basis for each decision.

In addition to the renewal guidance provided in 14 *Del. C.* § 514A(g), the following renewal guidance is stated in 14 DE Admin. Code 275.10:

10.1 Charters are granted for an initial period of 4 years of operation and are renewable every 5 years thereafter.

10.2 Renewals are only available to the current Charter Holder and may not be used to transfer a charter to a different legal entity.

10.3 Charters shall be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.

10.4 The Department shall conduct annual performance reviews based on the Performance Framework. The Department shall provide the results of the Performance Review to the school.

The renewal application has been aligned with the measures and targets within the Performance Framework. The decision to renew a charter will be based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program meeting or exceeding academic standards?
2. Is the school financially viable?
3. Is the school organizationally sound?

Applications will allow the applicant to include an analysis of the school's performance review and provide additional evidence, beyond the data contained in the Renewal Report, supporting its case for charter renewal. The renewal application also gives a school the opportunity to examine its progress towards meeting its mission, goals and objectives, assess its strengths and needs, and plan its course for the future. The charter school may also describe improvements undertaken or planned for the school and detail the plans for the next charter term.

As defined in 14 DE Admin. C. 275, the Performance Framework is used by the Department to assess compliance with the Performance Agreement in the areas of academic performance, economic viability, organizational responsibilities and accountability of the Charter School. The completed framework will be provided to the Charter School Accountability Committee ("Accountability Committee"), Secretary of Education and State Board of Education to inform their decision making. Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).

Pursuant to 14 *Del. C.* § 514A(b), where a charter school has demonstrated an outstanding record of performance, an approving authority may grant it a renewal term of 10 years. An “outstanding record of performance” is defined by the Department as a school that is entering at least its 4th renewal term and has earned overall ratings of meets or exceeds every year in all of the academic, financial, and organization performance frameworks. Note that any charter school receiving such an extended renewal term shall, at the midpoint of the 10-year charter, be subject to an annual performance and program evaluation that includes academic, financial and operations data that looks back to all of the years of the charter up to that point. If, upon this evaluation, the approving authority determines that the charter school's level of performance is deficient by renewal standards, the approving authority may initiate the formal renewal and nonrenewal process.

## II. RENEWAL PROCESS

**Application Submission:** A completed application must be received by the Department of Education’s Charter School Office on or before **September 30** in order for the application to be considered. Applications must be submitted electronically. Please refer to the Renewal Application Submission Guidelines and Checklist for further guidance. Incomplete applications, or applications received after the deadline, will not be considered.

**Application Review:** All applications must be complete in order to be evaluated. The application for renewal will be reviewed and evaluated by the approving authority as outlined in 14 *Del. C.* Ch. 5 and applicable provisions of 14 DE Admin. Code 275. The review process will include a meeting with the applicant and the Charter School Accountability Committee (CSAC) to discuss the components of the application and its alignment with the renewal criteria. The process will also include at least one published report by the Accountability Committee on its recommendation and a public hearing to assist in the decision.

**Renewal Determination:** The Secretary of Education will present the decision on charter renewal within sixty (60) working days of receipt of the renewal application.

Date	Item	Document Reference
April 30	Charter school renewal report and guidance document issued by Department of Education for those charters which will expire the following year; charter school renewal meetings held.	CHARTER 14 Del. C. 514(A)(c) Renewals and non-renewals
June	Renewal application published for charter schools renewing their charter.	CHARTER Renewal Timeline (DOE website)
July	The Charter School Office shall provide technical assistance to renewing charter schools.	CHARTER 14 Del. C. 510 (c)
September	Charter school board shall submit to the Department of Education (approving authority) a renewal application and annual report due by September 30.	CHARTER 14 Del. C. 514 A (f) Renewals and Non-renewals
October	Initial public hearings held; Initial Charter School Accountability Committee (CSAC) Meeting held; CSAC Initial Reports Issued on renewing applications.	CHARTER Renewal Timeline (DOE website)
November – early	Responses to CSAC initial reports due.	CHARTER Renewal Timeline (DOE website)
November – mid	Final CSAC meeting held; CSAC Final Reports issued.	CHARTER Renewal Timeline (DOE website)
December early to mid	Public hearings held for renewals; comment period ends.	CHARTER Renewal Timeline (DOE website)
December – mid	The State Board of Education Meeting is held and a decision is made on applications.	CHARTER Renewal Timeline (DOE website)

### III. APPLICATION CONTENT AND FORMAT

The prescribed content and format for the renewal application are specified below.

**Format:** All pages must be typed with 1-inch page margins and 12-point font, single-spaced Calibri. Charts may use single spacing and a type size of 10-point font.

- If a particular question does not apply, respond “Not Applicable,” and briefly explain.
- All required attachments should be clearly labeled.
- The following includes a list of attachments by section that must accompany the application.

**Table of Contents:** The application contains a clearly-labeled Table of Contents naming all major sections and appendices (Overview, Academic Framework/Delaware School Success Framework, Organizational Framework, etc.).

**Appendices:** All supplementary documents should be identified appropriately and properly labeled as appendices at the end of the application. Please refer to the “Application Content Checklist” for further guidance.

## IV. APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order (Note: Items with a check mark will be provided by the Charter School Office):

- Cover Page labeled “Charter School Renewal Application” that lists the following information:
  - School name
  - Application submission date
  - School address, phone number, fax number and website
  - School’s logo
- Table of Contents: The application shall contain a clearly-labeled Table of Contents naming all major sections and appendices with corresponding page numbers.

### I. Overview

- 1.1 Review the table with the school’s basic information (Note: Charter School Office will provide)
- 1.2 Review the table with the school’s enrollment and demographics.
  - Complete the last column “SY 2020-2021”
- 1.3 Review Approved Minor and Major Modifications table (Note: Charter School Office will provide)
- 1.4 Review the School Enrollment Trends table (Note: Charter School Office will provide)
  - Complete the last column “Current Waitlist 2020-2021 school year”
- 1.5 Review the School Reenrollment Trends table (Note: Charter School Office will provide)
  - Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

### II. Academic Performance

- 2.1 Review the Academic Framework and Delaware School Success Framework tables.
  - 2.1.a Discuss the school’s academic performance results over the course of the charter term. Describe the school’s performance against its remote learning plan and address areas i-viii:
    - 2.1.b Discuss the school’s academic performance results based on its approved Performance Agreement
- 2.2 Review the Academic Achievement/Proficiency Data
  - 2.2.a Discuss the school’s current performance based on Academic Achievement ratings
  - 2.2.b Discuss the school’s expected outcomes and steps to achieve them
  - 2.2.c Describe how the school will measure progress and track expected outcomes
- 2.3 Review the Academic Progress (Growth) Data
  - 2.3.a Discuss the school’s current performance based on Academic Progress ratings
  - 2.3.b Discuss the school’s expected outcomes and steps to achieve them
  - 2.3.c Describe how the school will measure progress and track expected outcomes
- 2.4 Review the School Quality/Student Success Data



- 2.4.a Discuss the school's current performance based on School Quality/Student Success data
- 2.4.b Discuss the school's expected outcomes and steps to achieve them
- 2.4.c Describe how the school will measure progress and track expected outcomes
- 2.5 Review the Progress toward English language proficiency (ELP) Data
  - 2.5.a Discuss the school's current performance based on English language proficiency ratings
  - 2.5.b Discuss the school's expected outcomes and steps to achieve them
  - 2.5.c Describe how the school will measure progress and track expected outcomes

### III. Organizational Framework

#### 3.1 Mission Specific Goal(s)

- Review mission statement for accuracy.
- 3.1.a Rate the school's performance according to the criteria established by the school for its mission specific goal(s).
- 3.1.b Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s).

#### 3.2 Organizational Performance

- Review Table 3.2
- 3.2.a Describe the school's organizational performance results over the course of the charter...
- 3.2.b Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.
- 3.2.c Address any measure where school did not meet standard or is approaching standard.
- 3.2.d Discuss the school's organizational performance results based on its approved Performance Agreement.

#### 3.3 Educational Program

- 3.3.a Describe any proposed changes to the educational program or curricula
- 3.3.b **Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts, World Languages) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.

#### 3.4 At-risk students, Students with Disabilities, and English Language Learners

- Review Table 3.4
- 3.4.a If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.
- 3.4.b Describe the process by which at-risk students are identified and evidence that...
- 3.4.c Describe the process by which English Language Learners are identified and evidence...

- 3.4.d Describe the process by which students with disabilities are identified and evidence...

### 3.5 Governance and Reporting Requirements

- Review Table 3.5
- 3.5.a Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).
- 3.5.b Provide information regarding how the Board of Trustees effectively evaluates its own success.
- 3.5.c Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
- 3.5.d Describe the school's process for succession planning including identification, development and retention of school leaders.
- 3.5.e Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.
- 3.5.f **Appendix 3** Current Organizational Chart
- 3.5.g Complete the Board of Trustees governance training chart
- 3.5.h Complete the Citizen Budget Oversight Committee chart
- 3.5.i **Appendix 4** Board Governance training certificates
- 3.5.j **Appendix 5 Board member and school leader succession plans.**
- 3.5.k **Appendix 6** Current board bylaws.

### 3.6 Students, Employees, and School Environment

- Review Table 3.6
- 3.6.a Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.
- 3.6.b Provide information about the best practices the school uses to meet standards in the above noted areas.
- 3.6.c Appendices
  - Appendix 7** Up-to-date Certificate of Occupancy
  - Appendix 8** Up-to-date Fire Inspection Certificate
  - Appendix 9** Up-to-date Insurance Certificate(s)
  - Appendix 10** ERIP Reporting SY18/19 and SY19/20

### 3.7 Teacher Retention Rates: Is the school monitoring and minimizing teacher retention rates and maintaining a stable teaching staff?

- 3.7.a Review the chart with the school's teacher retention trends.
  - Complete the last column "2019-2020"
- 3.7.b Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.
- 3.7.c Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.
- 3.7.d **Describe how the school's completion of educator evaluations has evolved over the course of the charter term.**

### 3.8 Closure Requirements

- 3.8.a Describe the school's plans and procedures it will follow in the event of closure or dissolution of the school.

#### IV. Financial Framework

##### 4.1 Financial Performance

- 4.1.a Discuss the school's financial performance results over the course of the charter term
- 4.1.b Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.
- 4.1.c Address any measure where school did not meet standard or is approaching standard
- 4.1.d Discuss the school's financial performance results based on its approved Performance Agreement
- 4.1.e Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable)
- 4.1.f Appendices
  - Appendix 11** Summary of Findings from Independent Audits
  - Appendix 12** Final Fiscal Year 2020 Revenue & Expenditure Budget Report
  - Appendix 13** Approved preliminary Fiscal Year 2021 Budget
  - Appendix 14** Fiscal Year 2020 Audited Financial Statements
  - Appendix 15** A list of all settlements (if applicable)

##### V. Innovation

- 5.1.a 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).

#### VI. Five-Year Planning

##### 6.1 Projected Enrollment

- 6.1.a Complete the Projected Enrollment chart

##### 6.2 The school's plans for the next five years of the charter

- 6.2.1 Explain how the school's Board and Leadership Team will measure and evaluate...
  - 6.2.1.a Outline the clearly measurable annual performance status and growth goals...
  - 6.2.1.b Describe the student performance standards for the school as a whole
  - 6.2.1.c In addition to the State's mandatory assessments, identify the primary interim...
- 6.2.2 Explain how the school will collect and analyze student academic achievement data...
- 6.2.3 Describe the corrective actions the school will take, pursuant to 14 Del. C. §512 (5)...
- 6.2.4 Describe how State data systems will be used and monitored to support informed...
- 6.2.5 Describe how the School Leadership Team will oversee and monitor compliance with...
- 6.2.6 Provide detailed information on the school's plan for any changes or improvements...
- 6.2.7 Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.
- 6.2.8 Complete the Hourly Attendance Survey

- VII. Compliance Certification Statement

- VIII. Renewal Application Certification Statement
- IX. Performance Agreement Template

## V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

- 5-year charter
- 10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks. Please provide clear, complete, and accurate information in response to each question.

### I. OVERVIEW

**1.1 Basic Information:** Please review the following table for accuracy. Please fill in “Current Enrollment” at time of application submission.

BASIC INFORMATION	
<b>Name of School</b>	MOT Charter School
<b>Year School Opened</b>	2002
<b>Current Enrollment</b>	1389
<b>Approved Enrollment</b>	1420
<b>School Address</b>	1156 Levels Road, Middletown, DE 19709 1275 Cedar Lane Road, Middletown, DE 19709
<b>District(s) of Residence</b>	Appoquinimink School District
<b>Website Address</b>	<a href="http://www.motcharter.com/">http://www.motcharter.com/</a>
<b>Name of School Leader</b>	Ned Southworth
<b>School Leader Email and Phone Number</b>	ned.southworth@mot.k12.de.us (302) 376-5125 (K-8 Academy) (302) 366-2000 (High School)
<b>Name of Board President</b>	Jennifer Taylor
<b>Board President Email</b>	jennifer.taylor@mot.k12.de.us
<b>Mission Statement:</b> MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.	

**1.2 Enrollment and Demographics:** Please review the following table and complete the last column (SY 2019-20)

	2016-2017 <sup>1</sup>	2017-2018 <sup>1</sup>	2018-2019 <sup>1</sup>	2019-2020 <sup>1</sup>	2020-2021 <sup>1</sup> *
Total Enrollment	1159	1288	1314	1375	1389
<b>Gender</b>					
% Male	49.70%	48.91%	48.48%	49.53%	50.10%
% Female	50.30%	51.09%	51.52%	50.47%	49.90%
<b>Ethnicity/Race</b>					
% African American	23.21%	22.83%	23.59%	24.44%	25.70%
% American Indian				0.22%	.22%
% Asian	10.09%	11.57%	11.72%	12.65%	13.03%
% Hispanic/Latino	6.13%	7.07%	7.46%	7.49%	6.98%
% White	57.38%	55.67%	53.88%	51.71%	49.24%
% Multiracial	2.93%	2.56%	3.12%	3.35%	4.68%
<b>Special Populations</b>					
%Special Education <sup>3</sup>	6.04%	5.51%	5.78%	6.18%	7.92%
% English Language Learners	1.55%	1.24%	1.98%	2.04%	1.58%
% Low-Income	5.44%	6.37% (13%)	5.33% (11.11%)	5.53% (12%)	14.19%

\* To be completed by the school

<b>School Comments 2018-2019</b>	By our records we had 11.11% low income students during the 2018-2019 year (based on the number of students receiving free and reduced cost meals).
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<b>School Comments 2017-2018</b>	By our records we had 13% low income students during the 2017-2018 year (based on the number of students receiving free and reduced cost meals).
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.**

By our records we have 14.19% low income students during the 2020-2021 year and 12% low income students during the 2019-2020 year (based on the number of students receiving free and reduced cost meals).

**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.

Date	Modification Requested	Outcome
--	--	--

<b>School Comments 2018-2019</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.**

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**1.4 Enrollment Trends:** Please review the following table with the school's enrollment trends during the current term of the charter and complete the last column ("Current Waitlist for 2019-20").

School Enrollment Trends									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	2016-2017		2017-2018		2018-2019		2019-2020		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2020-2021 *
K	75	75	75	75	75	75	75	75	269
Grade 1	75	78	75	75	75	75	75	78	126
Grade 2	75	78	75	78	75	76	75	75	99
Grade 3	75	78	75	78	75	75	75	76	106
Grade 4	75	78	75	78	75	78	75	75	113
Grade 5	75	79	75	78	75	79	75	78	92
Grade 6	78	78	78	78	78	78	78	77	219
Grade 7	78	79	78	78	78	78	78	78	118
Grade 8	78	78	78	79	78	78	78	76	85
Grade 9	188	182	188	187	188	174	188	188	174
Grade 10	166	159	185	155	185	177	185	173	48
Grade 11	148	117	164	134	183	150	183	179	23
Grade 12			145	115	162	121	180	147	N/A
<b>Total</b>	1186	1159	1366	1288	1402	1314	1420	1375	1,472

**\* To be completed by the school**

**DOE Summary:**

MOT Charter School has demonstrated consistent enrollment over the course of its current charter term.

**School Comments  
2018-2019**

MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each



	<p>successive year, and were very close to our projected enrollment in the 9th and 10th grades during the 2018-2019 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment in the 9th grade during the 2017-2018 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.</p>
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<p><b>School Comments 2016-2017</b></p>	<p>MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment of 188 students in the 9th grade during the 2017-2018 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.</p>
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.**

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MOT Charter School has consistently maintained full enrollment at the K8 Academy, and continues to grow our enrollment at the high school level. Our number of graduating seniors has risen each year – our first graduating class (the Class of 2018) had 111 members, the Class of 2019 had 119 members, the Class of 2020 had 148 members and there are currently 172 members of the Class of 2021. Unfortunately, the COVID-19 pandemic caused some significant disruptions to our spring and summer enrollment cycle, and we saw our number of enrolled students in 11<sup>th</sup> grade dip below expectations. We fully anticipate being able to reverse this trend in future years.

**1.5 Reenrollment Trends:** Please review the following table with the school’s reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2016-2017		2017-2018		2018-2019		2019-2020	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>	902	89.04%	1049	90.51%	1045	89.09%	1103	92.46%

**DOE Summary:**

MOT Charter School has demonstrated a reenrollment rate of 89% or above over the course of its current charter term.

<b>School Comments 2018-2019</b>	<p>Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8th grade at MOT Charter School and were forced to return to their sending district or other choice or charter schools. In the years since our high school opened, we have worked diligently to retain an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016, 11th grade in 2016-2017 and 12th grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.</p>
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<b>School Comments 2017-2018</b>	<p>Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8th grade at MOT Charter School and were forced to return to their sending district or other choice or charter schools. In the years since our high school opened, we have retained an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016, 11th grade in 2016-2017 and 12th grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize,</p>
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**Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.**

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MOT Charter School consistently sees high reenrollment numbers across all grades. Our main challenge continues to be students exiting our K8 Academy and choosing to return to their traditional “feeder” schools for high school. We conduct exit interviews with all students and families who choose to leave after 8<sup>th</sup> grade, and the reasons remain consistent year to year. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not offered at our high school, or to pursue an academic course load more in line their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

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## II. Academic Performance

### 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.

## HISTORICAL DATA (SY 16/17)

### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	4 Stars (110/150pts) Meets Standard
Growth	3 Stars (106/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	4 Stars (76/100pts) Meets Standard

<b>School Comments 2016-2017</b>	MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 15 charter schools with students in grades 3-8, MOT is ranked second, third or fourth in reading and math performance at all grade levels as measured by the state's SBAC assessment. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in
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these grades in the future.

Because our high school is just in its infancy, it has not generated SAT growth score information yet, but early indicators are that the high school will earn similarly strong results. School wide attendance at MOT continues to be very strong - above 96.5% K-12 for the entire 2016-17 school year. In 2016-17, MOT Charter originated its first 11th grade class. The juniors, along with their peers in ninth and tenth grade, continue to blaze new territory for MOT, successfully completing many dual enrollment and AP classes.

**Note:** School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall academic performance rating of "Meets Standard." While we are proud of this rating, we work towards receiving a rating of "exceeds standard" in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and professional development.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (110/150pts) Meets Standard	
	School	State
ELA	81.40 %	56.63%
Math	68.73%	45.13%
Science	63.08%	47.45%
Social Studies	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA’s Measures of Academic Progress (MAP) assessment as an internal measure to see how students are progressing in comparison to a national benchmark. Only 4% of MOT reading scores and 5% of MOT math scores fall in the bottom quarter of scores nationally, while 59% of MOT reading scores and 52% of MOT math scores are in the top quarter of scores nationally. The difference is most pronounced when looking at the top decile of student scores nationally - 29% of MOT reading scores and 26% of MOT math scores fall in this category. While science performance is still well above state averages, it is an area where we are not yet achieving to meet our own expectations. This area is particularly important to MOT because of our focus on science and technology, especially on our high school campus.</p>
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## b) Expected outcomes for Academic Achievement

<b>School Comments 2016-2017</b>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-11 system will show growth. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning of the year and midyear MAP testing to inform instruction and to revise our goals for students.</p> <p>One area we would like to improve upon is science. Currently our proficiency rate exceeds the state by 16%, but this does not match our proficiency levels reading and math. While we have changed much of our instruction in science classes to the new Next Generation Science Standards, additional change needs to take place. These changes are not yet captured by the state's DCAS assessment but will be captured by the assessment that replaces it in 2018-19. It is our belief that this assessment will show that successful implementation of NGSS has taken place. Our expected outcome for science is that our performance matches that of math and reading, and then all three of the content areas show similar growth going forward.</p>
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## c) Progress measures to track expected Academic Achievement outcomes

<b>School Comments 2016-2017</b>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, DCAS, SAT) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and create new learning for students. As our high school continues to grow and develop, we will also look at Dual Enrollment and Advanced Placement success rates to determine whether our students are ready and prepared for education after MOT.</p> <p>If the data shows any areas where students are not growing appropriately, we will take corrective action to address the problem. Possible actions include revising curriculum, extra help for struggling students, and professional development.</p>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>



## 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (106/200pts) Approaching	
	School	State
ELA	66.83 %	50.00 %
Math	39.50 %	50.00 %

### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Growth in ELA at MOT remains strong. MOT’s continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC test.</p> <p>Students’ growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT receive the highest level of ‘exceeds’ on the state assessment, at a rate 20% higher than the state in grades 3-8. In particular, we have determined that while 80% of our students who start the year as a 4 on the SBAC maintain that level the following year, many of them are not meeting the growth target predicted by the state. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our highest achieving students, will show significant growth.</p>
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	As a result of our growth data in math, we have made a change and are implementing a new math curriculum in grades 4-5 in 2017-18, with a next step of analyzing our middle school curriculum for 2018-19. This new grade 4-5 curricula was selected based on our own examination of materials and comprehensive reviews by EdReports. It is better aligned to the Common Core math standards than our previous curriculum and provides resources that better match the level of rigor we are targeting in our classrooms.
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**b) Expected outcomes for Growth for all students**

<b>School Comments 2016-2017</b>	MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 school year and increase growth going into the 2017-18 school year. In particular, we expect that the percentage of our students hitting their goal target in math on the SBAC will improve by 10%. In addition to the steps mentioned previously (new curricula, data analysis, targeted professional development), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.
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**c) Progress measures to track Growth for all students**

<b>School Comments 2016-2017</b>	The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and readjust throughout the school year. This is true both for students in programs that require formal progress monitoring (students in RTI, students in special education, etc) and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.
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## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	96.57 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	MOT Charter School will graduate our first class of high school seniors in June 2018. As such, we have no current graduation data upon which to comment. MOT Charter School's entire On Track to Graduate rating is based on student attendance. Our yearlong attendance rate of 96.57% for 2016-17 remains higher than the state average. This high attendance rate is a result of strong connections with our families and the creation of a school environment where students feel safe, welcome and successful. MOT Charter School fully expects this trend to continue in the 2017-18 school year.
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we have found that members of our
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	<p>9th grade who have attended MOT Charter School during middle and elementary school are very well prepared and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared than others. We have instituted a mixed-grade advisory program that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year, while providing parents with a single point of initial contact should they have any academic or social concerns. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.</p>
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**c) Progress measures to monitor On Track to Graduation outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>Attendance rates are monitored at MOT on a daily basis. School Policy supports early intervention with families that are struggling with attendance. We make personal contact with these families to discuss barriers to attendance and seek ways to eliminate those barriers. Although we do not have graduation rate numbers yet, counselors and administrators at the high school closely monitor student performance and meet with each student individually to monitor their progress. As our high school continues to grow we will review the on track to graduate number each year, and make adjustments to our program as needed, providing students the support they require to ensure success.</p>
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## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools: College and Career Preparation** is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (76/100pts) Meets Standard	
	School	State
Growth to Proficiency ELA	89.53 %	59.19 %
Growth to Proficiency Math	61.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	The Growth to Proficiency Measure is designed to determine whether or not students in grades 3-8 are on track for proficiency in reading and math in the next three years. MOT Charter School's continued focus on growth has enabled our students to exceed the state averages on Growth to Proficiency by over 30% in reading and 26% in math. As mentioned previously, MOT significantly exceeds state proficiency percentages at all grade levels. Our own internal data shows, though, that our most struggling students are also showing growth. For example, the small number of students who fell in the bottom quartile of performance on the MAP reading and math assessments at the beginning of the 2016-17 school year, decreased by a further 20% by the end of the school year.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	Because MOT Charter High School is a new high school, we are not yet generating final data for the College and Career Preparation measure. This data is generated
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by a variety of means, including the number of students scoring a 1550 on the SAT, the number of students participating in coop opportunities, students receiving a score of 3 or more on AP tests, and the number of students receiving a grade of B or higher in state approved dual enrollment classes. MOT Charter High School has made a significant investment in performance in these areas and intends to receive a rating of Meets or higher in the future.

## 2.5 College & Career Preparation Data

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### b) Expected outcomes for College and Career Preparation

<b>School Comments</b> <b>2016-2017</b>	<p>Because MOT Charter High School is a new high school, we are not yet generating final data for the College and Career Preparation measure. This data is generated by a variety of means, including the number of students scoring a 1550 on the SAT, the number of students participating in coop opportunities, students receiving a score of 3 or more on AP tests, and the number of students receiving a grade of B or higher in state approved dual enrollment classes. MOT Charter High School has made a significant investment in performance in these areas and intends to receive a rating of Meets or higher in the future.</p>
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments</b> <b>2016-2017</b>	<p>MOT Charter School will use the metrics from the Delaware School Success Framework (DSSF) to measure our growth. SAT, AP, Dual Enrollment, CTE and Growth to Proficiency are all measures that align with our school’s mission.</p>
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## SY 2017-18 & SY 2018-19

### 2.1 Delaware School Success Framework

#### 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	2017-2018			2018-2019			2019-2020		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	100.00	72.00	72% Exceeds Expectations	100.00	71.00	71% Exceeds Expectations	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.		
Academic Progress	125.00	76.00	61% Meets Expectations	125.00	82.00	66% Exceeds Expectations			
School Quality/Student Success	75.00	74.00	99% Exceeds Expectations	75.00	75.00	100% Exceeds Expectations			
Graduation Rate	n/a	n/a	Not Applicable	75.00	73.00	97% Exceeds Expectations			
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	50.00	35.00	70% Exceeds Expectations			
Overall	300.00	222.00	74% Meets Expectations	425.00	336.00	79% Exceeds Expectations			

#### DOE Summary:

MOT Charter School has met or exceeded all academic metrics. The school consistently exceeds the state averages in academic performance.

#### School Comments 2018-2019

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. MOT Charter School scored higher than all Delaware school districts in reading and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, which measures reading and math knowledge in grades 3-8. In addition, among charter schools, MOT Charter School is ranked third in reading performance and third in math performance on those same assessments.

SBAC proficiency in reading at MOT was 26% above the state average in Language Arts and 23% above the state average in Math. Growth for reading and math both showed significant improvement this year as well. Because student growth is a core concept for MOT Charter School, even with this improvement we

	<p>continue to address the need of students to grow and look forward to even greater reading and math growth in the future.</p> <p>Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math.</p> <p>In 2018-19, 74% of MOT Charter High School students were proficient on the 11th grade SAT assessment in reading. This is 26% above the state average for reading, but was down 12% from the year before. 51% of MOT Charter High School students were proficient on the SAT math assessment. This is 23% above the state average for math and was an increase of 3% over the year before. In writing, 66% of students were proficient. This is 24% above the state average and an increase of 10% over the year before.</p>
<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 17 charter schools with students in grades 3-8, MOT is ranked third in reading performance and third in math performance as measured by the state's Smarter Balanced Assessment Consortium (SBAC) assessment. SBAC proficiency in reading was 21.3% above the state average in Language Arts and 26.6% above the state average in Math. Math proficiency at MOT in 6th grade was the second highest among all schools in the state of Delaware. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in these grades in the future.</p> <p>Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math. 86.3% of MOT Charter High School students were identified as proficient on the reading portion of the SAT, a strong increase of 8.5% over the year before. Reading proficiency for African American students was 80.9%, third highest in the state among all Delaware high schools. Our High School's proficiency level in reading is 36.5% above the Delaware state average. In math, MOT Charter High School's proficiency was sixth in the state at 48%. MOT's math proficiency level is 19.5% above the state average. Writing proficiency as measured by the SAT was 55.6%, sixth highest among high schools in Delaware. This was a significant increase of 17.6% over the year before.</p>

- a. **Based on the table above discuss the school's overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term. 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:**

- i. **Content mastery – competency-based grading, rubrics, Schoology standards based grading...**
- ii. **Addressing learning gaps (e.g. serving students with disabilities) -**
- iii. **Equity (e.g. measuring and addressing the technology gap, technological literacy)- survey for tech/Internet needs, gave out devices, purchased more devices, etc. able to provide tech to ALL who asked; created IT support mechanism for families**
- iv. **Student engagement- direct contact with parents when students don't engage, add student-centered stuff...**
- 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.)**

MOT Charter School continues to demonstrate a high level of academic achievement. We pride ourselves on an environment that is responsive to students and their needs. Our teachers are personally invested in the development of curriculum that incorporates best practices and content standards. By engaging in reflective practice, we are consistently adjusting curriculum and instruction to ensure student success.

Over the course of the prior charter term we have invested in many steps to achieve our goals. Recent endeavors include:

- Competency based grading in Kindergarten through Fourth grade.
- Introducing *Habits of Successful Scholars* to provide feedback to students on skills that lead to success.
- Expansion of special educational staff in order to better meet the varying needs of our students.
- Implementation of a differentiated setting for our neediest Special Education students.
- Data analysis structures to support a data driven instructional model.
- Investment in access to high-level professional development for our teachers.
- A focus on the impact that school culture and climate has on student success.
  - Restorative Practices Training
  - Diversity, Equity, and Inclusion work groups
  - Opportunities for family engagement

#### **Recent Accomplishments:**

MOT Charter School received the highest rating of Exceeds on the DSSF Framework for SY18/19. Over the last three years, 100% of our seniors have been accepted into college. This includes our special education, 504, RTI and English Language Learners for those years.

#### **Current Challenges:**

One goal we always maintain is to apply a growth mindset to our own school-wide performance. While we are very proud of our accomplishments, our growth mindset also serves to drive us to continue learning, evolving, and seeking out the best for our students, teachers, and families. The progress made over the last charter cycle has not yet brought us to our ultimate goals.

**Remote Learning:**

On March 16, 2020, MOT Charter shifted to a remote instructional model to finish out SY19/20. Prior to the state-mandated shutdown, we were able to survey our families and provide the necessary technology to ensure all students were able to access all content and material. Any students who needed it in grades K to 12 were provided a device to ensure that they are able to engage in our academic program. Not a single instructional day was lost during our transition to remote learning. Our IT team shifted its focus to best meet the needs of the teachers and students in a remote learning plan. This included implementing a tech coach role and creating an IT support email for families to utilize in the event of technological challenges or needs.

During remote learning, we implemented both synchronous and asynchronous modes of instruction. We had approximately 95% students fully engage in the learning model that we developed. Teams of teachers were tasked with the role of learning support coach for those 5% of students that were still struggling to engage. Our special education population was supported by our special education staff with one-on-one Zoom sessions and check-ins, as needed. We were also able to provide related services via Zoom. ELL, RTI, and Speech services continued through the end of the school year.

At the conclusion of the school year, we surveyed families/stakeholders to gather feedback on our remote learning plans. The lessons that were learned during the spring were used to guide our planning for the 2020/2021 school year. During that summer, we established four committees (Health and Wellness, At-Risk Students, Logistics, and Teaching and Learning) to assist with the creation of our COVID reopening plans. Committees were composed of teachers, parents, and members of the leadership team.

Our Teaching and Learning team quickly recognized that although there were many successes during remote learning, there were some learning gaps that did occur as well. In order to identify what those gaps were, at the end of the school year, teachers were surveyed to determine what areas of their curriculum were not covered to its normal depth. This information was used to plan for the integration of material into the current grade level curriculum. In addition, our remote learning schedule was specifically designed to allow for small-group and one-on-one instruction. In order to meet students' particular developmental needs, grade specific schedules were developed for each grade band.

When remote learning began, one of our concerns was keeping the strong engagement of our students. We determined that we needed to keep an authentic learning experience that still matched the MOT philosophy. Our teaching and learning expectations for SY 20/21 consist of synchronous instructional blocks for all grade levels. This was to provide learning experiences that closely match our student centered model of instruction. Increasing the synchronous instructional time was also an element that we believed would assist with student engagement and teacher feedback. During this time, we are able to engage students in both discussion and collaborative learning. With the inclusion of Zoom into our plan, we are able to use break out room features to help achieve the classroom structures we require. Finally, we recognized the importance of offering Related Arts experiences in the K 8 Academy in order to keep students engaged. This became a regular component of our remote academic day.

Another component of student success that we recognized needed additional attention during SY 20/21 was students' social and emotional development and wellness. We designated a 15 minute

block of time each instructional day for this purpose. This is on top of the opportunities within the classroom that we capitalize on to support our students' Social and Emotional development.

MOT has spent time reviewing our assessment plans by content area/courses, grade level and district mandated assessments. In our lower grades, we currently use a competency based assessment model that translates well in a remote model of instruction. Grades 4 to 12 utilize standards based rubrics, both teacher created and those embedded in Schoology. Teams of teachers, along with administration, developed an assessment plan that balances the high need for curriculum/content progress, determined student readiness, and included opportunities to provide student feedback. Especially given the current strain on instructional time, we are very aware of adjustments that are needed to gather the data we need while not over-testing students.

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## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is Exceeds. In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

#### DOE Summary:

MOT Charter School has consistently met and exceeded state academic performance standards. The school has exceeded the state average in all four metrics the last three years.

<b>School Comments 2018-2019</b>	For the 2018-2019 academic year, MOT Charter School received an overall academic performance rating of Exceeds Expectations. This is an improvement over our Meets Expectations rating from the year before. While we are proud of the improvement shown in 2018-2019, and we are also proud to have received an Exceeds Expectations ranking, MOT Charter School realizes that there still are academic areas that require further growth.
<b>School Comments 2017-2018</b>	For the 2017-2018 academic year, MOT Charter School received an overall academic performance rating of 'meets expectations.' While we are proud of this rating, we work towards receiving a rating of 'exceeds expectations' in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and targeted professional development.

**b. Discuss the school's academic performance based on its approved Performance Agreement (see above). Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

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Over the past three years MOT Charter School has met or exceeded academic performance framework expectations and has consistently exceeded state averages. Even with this success, however, we recognize that there is always room for improvement and we work hard to ensure that we do not become complacent. We regularly monitor the success of all segments of our student population, and respond by tailoring our instructional practice and professional development to address identified needs.

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**2.2 Academic Achievement**

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Proficiency - ELA	77.62%	50.00	39.00	77.52%	50.00	39.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Proficiency - Math	65.17%	50.00	33.00	63.06%	50.00	32.00	

**DOE Summary:**  
 In SY 18/19, MOT Charter School earned an “Exceeds Expectations” rating for Academic Achievement. ELA proficiency was at 77.52%, a slight decrease of .10% since SY 17/18 and 24.82% higher than the State average (52.7%). Math proficiency was at 63.06% a slight decrease of 2.11% since SY 17/18, but 20.96% above State average (42.1%).

**a) Academic Achievement ratings over the course of the charter term**

<b>School Comments 2018-2019</b>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA’s Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing.</p> <p>In 2018-19, only 3% of MOT reading scores and 4% of MOT math scores fell in the bottom quintile of scores nationally, while 42% of MOT reading scores and 37% of MOT math scores were in the top quintile of scores nationally. Put another way, there are approximately eleven times as many MOT students in the top quintile as there are in the bottom quintile.</p> <p>When looking at the very top level of performance, 23% of MOT students scored in the top 10% of reading students nationally and 20% scored in the top 10% in reading. In other words, MOT has twice the number of students scoring in the top 10% as the national average.</p> <p>The state of Delaware has not yet released Science and Social Studies performance for the 2018-19 school year.</p>
<b>School Comments 2017-2018</b>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling,</p>

	<p>on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA’s Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing. In 2017-18, only 4% of MOT reading scores and 5% of MOT math scores fell in the bottom quarter of scores nationally, while 55% of MOT reading scores and 51% of MOT math scores were in the top quarter of scores nationally. The difference is most pronounced when looking at the top 10% of student scores nationally. Over a quarter of MOT Charter High School students fell in this top category in both reading and in math. The state of Delaware did not measure Science and Social Studies performance in the 2017-18 school year.</p>
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**b) Expected outcomes for Academic Achievement**

<b>School Comments 2018-2019</b>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning-of-the-year and mid-year MAP testing to inform instruction and to revise our goals for students.</p>
<b>School Comments 2017-2018</b>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning of the year and midyear MAP testing to inform instruction and to revise our goals for students.</p>

**c) Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2018-2019</b>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students’ growth to similar students and schools within the state of Delaware and the internal monitoring assessments allow us to compare our students’ growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and to create new learning for students.</p> <p>If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.</p>
<b>School Comments 2017-2018</b>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring</p>



assessments allow us to compare our students' growth to similar schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and create new learning for students.

If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

**The table above lists the school's available Academic Achievement ratings. Respond to the following questions.**

**a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

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During the 2016-17, 2017-18 and 2018-19 school years, MOT Charter School consistently showed strong performance in the Academic Achievement rating. During the most recent year for which data is available, Mustangs exceeded the average state proficiency in math by 21% and exceeded the average state proficiency in reading by 25%. Although not part of the Academic Achievement rating, our performance on the nationally normed NWEA Measures of Academic Performance (MAP) shows similar results. 42% of MOT's reading scores and 37% of MOT's math scores fell in the top quintile nationally, while only 3% of reading scores and 4% of math scores fell in the bottom quintile nationally.

Although MOT attributes the academic success of its students to many actions taken by our instructional staff, one key root cause is our growth mindset. This growth mindset is a key precept from our guiding principles, known as our Essential 10. This growth mindset challenges us to meet every student where they are academically. Whether they start the year as a struggling learner, an average learner, or a high achieving learner, the goal remains the same - differentiate and take them as far academically possible. In this way, curriculum and instruction are continually adapted to meet the needs of the students instead of students having to meet the needs of the curriculum.

A second, and related, root cause is the freedom given to teachers to adapt their teaching methods and curricula to meet the specific needs of the students that year. When a teacher meets a student, a group of students, or even a whole grade level of students with a particular need, the expectation is not that the teacher will continue on with their pacing chart as normal. Instead, the expectation is that the teacher will stop, consult with the instructional leaders in the building, make a plan, implement that plan, and track the results. While at times, this can make it difficult to pin down our curriculum in a particular area, the overall results show that this is consistently to the students' benefit.

A final root cause is our partnership with parents, another key precept of our Essential 10. Communication with parents must be proactive and be two way. Parents should not only feel that their involvement is welcome but that it is a necessary, in fact required, part of being a Mustang. While we have plenty of programs that reach out to parents and attempt to involve them, the true test comes when a parent does have a concern. We pride ourselves on being open and receptive to feedback and then making sure that we make the decision that is best for children

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**b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?**

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While MOT earned an Exceeds rating for Academic Achievement in 2018-2019, we were at the lower end of the acceptable range for that rating. Our goal for the future is to continue to focus in this area so as to strengthen our position within this metric. Because math performance slightly lags reading performance, we will begin by focusing in this area, particularly at the HS level. Two data sources in

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particular will drive our analysis of math performance, K-12 NWEA growth and 11th grade SAT proficiency. NWEA testing provides proficiency data, overall growth data, growth data compared to similar schools, and benchmarking data for the SBAC. PSAT and SAT data provide insight into whether we have done enough to prepare our students to be college and career ready upon graduation. Using both data sets, MOT will diagnose our current strengths and weaknesses in math. Our strengths will be used to build further learning upon, and our teachers and leadership teams will analyze our weaknesses to determine how they can be corrected. By taking these steps, we feel that MOT can quickly solidify our Exceeds rating in the Academic Achievement area.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.**

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A variety of data sources, NWEA, SBAC and College Board Testing, among others, will be used to measure our progress. A first step will be to bring our math proficiency up to match our reading proficiency. From there, our next goal will be to have both math and reading proficiency cross the 80% proficient threshold. The steps for this process are the same as described in 2.2a and 2.2b - a consistent growth mindset that forces us to analyze our current strengths and weaknesses to meet our shared, system wide obsession with getting better.

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## 2.3 Academic Progress

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Growth - ELA	63.83%	50.00	32.00	69.91%	50.00	35.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Growth - Math	58.49%	50.00	29.00	60.85%	50.00	30.00	
Growth of Highest Quartile - ELA	65.34%	6.25	4.00	67.21%	6.25	4.00	
Growth of Highest Quartile - Math	61.34%	6.25	4.00	62.79%	6.25	4.00	
Growth of Lowest Quartile - ELA	63.00%	6.25	4.00	79.44%	6.25	5.00	
Growth of Lowest Quartile - Math	52.87%	6.25	3.00	66.55%	6.25	4.00	

### DOE Summary:

In the past two years, MOT Charter School has met or exceeded expectations for Academic Progress. MOT Charter School has outperformed state averages. For English Language Arts in SY 18/19 69.91% of MOT Charter School students met growth targets in English Language Arts, which was 8.99% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance improved from 63.83% to 69.91%, respectively.

### a) School's Academic Progress ratings for all students over the course of the charter term

<b>School Comments 2018-2019</b>	<p>Growth in ELA at MOT remains strong. MOT's continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.</p> <p>Although the percentage of students meeting their SBAC growth target in math improved from 58.5% to 60.9% last year, growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data</p>
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	<p>in math shows that students at MOT only receive the lowest rating of 'Well Below Standard' at a rate 21% lower than the state average and receive the highest level of 'Exceeds Standard' on the state assessment at a rate 16% higher than the Delaware average.</p> <p>In math, the percentage of students in MOT's highest quartile that met their growth target showed modest improvement from 61.3% to 62.8%. The percentage of students in MOT's lowest quartile that met their growth target showed significant improvement from 52.9% to 66.6%. While this demonstrates substantial growth, it still shows work yet to be done as well. Our expectation for ourselves remains that that all of our students, including our lowest and highest achieving students, will show significant growth every year.</p>
<p><b>School Comments 2017-2018</b></p>	<p>Growth in ELA at MOT remains strong. Our continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.</p> <p>Students' growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT receive the highest level of 'exceeds' on the state assessment at a rate 21% higher than the Delaware average in grades 3-8. For the coming school year, we are focused on the fact that while 80% of our students who start the year as a 4 on the SBAC maintain that level the following year, too many are not meeting the growth target predicted by the state. In addition, the growth of those MOT math students who fall in the State of Delaware's lowest quartile is lower than other math students at MOT. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our lowest and highest achieving students, will show significant growth every year.</p>

**b) Expected outcomes for Academic Progress for all students**

<p><b>School Comments 2018-2019</b></p>	<p>MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2017, 18, and 19 school years and increase our growth going into next year. Last year, we built upon our strong foundation and increased the percentage of students proficient on the SAT in math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting</p>
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	<p>their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware’s lowest quartile in math. In addition to the steps mentioned previously (data analysis, targeted professional development, etc.), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.</p>
<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 and 2017-18 school years and increase growth going into next year. Last year, we already built upon our strong foundation and increased the percentage of students proficient on the SAT in reading, math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware’s lowest quartile in math. In addition to the steps mentioned previously (new curricula, data analysis, targeted professional development), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.</p>

**c) Progress measures to track Academic Progress for all students**

<p><b>School Comments 2018-2019</b></p>	<p>The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust instructional goals throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.</p>
<p><b>School Comments 2017-2018</b></p>	<p>The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.</p>

The table above lists the school's available Academic Progress ratings. Respond to the following questions.

**a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.) Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

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MOT Charter's results for the Academic Progress indicator have increased over the past charter renewal cycle. One root cause we identified for this had to do with the observation that our lowest quartile students were not showing the growth they needed to be on track for proficiency. To meet this need we developed a B setting for students that would benefit from a smaller instructional environment focused on their specific needs. In addition, at the high school level, we implemented our first program for students on track for the Diploma of Alternate Achievement so that we could better meet the needs of those struggling learners as well. Finally, during the past two years, our math team completed a curriculum review process that resulted in the adoption of a new program in elementary and middle school grades. It seems likely that all of these factors impacted the increased performance of our lower quartile students.

A second root cause for our success in Academic Progress was increasing the math instructional time in grades 6 through 8. Through a rebuild of the entire middle school schedule, we were able to virtually double the instructional time that middle school students had in math. This was particularly beneficial to our most struggling students who require additional time to develop the understandings needed to be successful with the Common Core math standards.

Lastly, one of our guiding principles is that students at all levels can show growth. As we focused on our lowest quartile students, it would have been easy to forget about our students in the highest quartile. By using the SBAC and NWEA data, we identified who these students were and what their specific needs were. These students received differentiated materials that matched their current learning path in math and language arts, even if those learning targets were significantly above grade level.

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**b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?**

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MOT expects to maintain an Exceeds rating in the area of academic progress. We will continue to closely examine our academic data and make decisions grounded in that data. In addition to NWEA, SBAC and classroom assessment data, we will also take into account the qualitative data that we gather. Teachers, along with the leadership team, will engage in data reviews to determine trends and areas of need. As a team, we will develop instructional, curricular, and professional development plans to address the needs of our students.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.**

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MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level.

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## 2.4 School Quality/ Student Success

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Career and College Prep	104.41%	37.50	38.00	103.95%	37.50	38.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
On-Track Attendance – SY18/19				96.25%	12.50	12.00	
Chronic Absenteeism (K-12) – SY 17/18	95.29%	12.50	12.00				
On Track in 9th Grade(grade 9)	97.49%	25.00	24.00	98.70%	25.00	25.00	
Proficiency - Science(5,8 and Biology)	n/a	n/a	n/a	n/a	n/a	n/a	
Proficiency - Social Studies(4,7 and HS)	n/a	n/a	n/a	n/a	n/a	n/a	

<b>DOE Summary:</b>
MOT Charter School has exceeded the Value for attendance for SY 2018-19 at 96.25% and on-track to graduation for SY 2017-18 at 97.49%. MOT Charter School continues to excel in College and Career Preparedness for SY 2017-18 at 104.41% and for SY 2018/19 College Career Prep at 103.9%

### a) School's School Quality/ Student Success ratings over the course of charter term

<b>School Comments 2018-2019</b>	Every family wants their child to graduate high school ready and prepared to further their education and enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 100% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.
<b>School Comments 2017-2018</b>	Every family wants their child to graduate high school ready and prepared to further their education and have the skills to enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 99% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

### b) Expected outcomes for School Quality/ Student Success

<b>School Comments 2018-2019</b>	<p>After a review of internal data for the 2018-2019 academic year, we found that 98.7% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and world language. Anecdotally, we also found that members of our 9th grade who attended MOT Charter K-8 building during middle and elementary school are very well prepared for MOT Charter High School and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.</p>
<b>School Comments 2017-2018</b>	<p>After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we also found that members of our 9th grade who have attended MOT Charter K-8 building during middle and elementary school are very well prepared and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning. Data from 2017-18 shows strong progress as a result, with 97.5% of ninth graders successfully progressing to tenth grade, an increase of 6.5%.</p>

**c) Progress measures to track School Quality/ Student Success**

<b>School Comments 2018-2019</b>	<p>MOT Charter School earned 100% of the DSSF points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.</p>
<b>School Comments 2017-2018</b>	<p>MOT Charter School earned 99% of the points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.</p>

The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

- a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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Over the last two years, MOT Charter School has achieved at the highest rates possible in the School Quality and Student Success metric. This matches closely with one of our related internal metrics, the percentage of seniors accepted into college, which has remained at 100% over the last three years.

We believe that the root cause of our success in the Career and College Prep measure is our participation in Dual Enrollment. Virtually all freshmen are scheduled into a dual enrollment curriculum during ninth grade at MOT. Once they have this experience, and the vast majority end up being successful, they are not intimidated by dual enrollment courses during the next three years. This helps students that previously might not have considered dual enrollment as an option. This is an essential step in being prepared for the rigor of college. MOT also supports the participation in dual enrollment by a wide variety of students by covering the cost of dual enrollment for those who qualify for assistance based on their income.

A key root cause for the On Track Attendance metric is working hard to make school a place that students are welcome and where they want to be. While quick communication about absences and a strong attendance policy still are essential, in the end what really gets students to school is the students themselves. If they are invested in their education, feel welcomed by the building, have teachers that both support them and hold them accountable, they find a way to get to us every day. Last year, our On Track Attendance was the highest it has ever been at 96%.

The On Track in Ninth Grade measure is a rating of whether freshmen are passing the credits they need to move onto tenth grade. This has been identified by research as a key indicator of overall high school success. The freshmen teachers at MOT's high school are quite aware of the importance of getting students off to a good start. Our students come from approximately 40 different middle school experiences, so we are unable to rely on any particular set of behaviors that students learned in eighth grade. This means that we must explicitly teach in ninth grade those behaviors that our freshmen will need to be successful. These behaviors are taught not only in the context of students completing their work but also in the context of a mixed grade level advisory period that students have each day.

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- b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?

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MOT will look to maintain its School Quality/Student Success level of earning virtually 100% of the possible points. Continuing the root causes mentioned in 2.4a will allow us to make additional progress in these areas. In both the On Track in Ninth Grade and On Track Attendance measures, we are close to achieving our goals of 100%. Our attendance is slightly lower at the high school campus than it is at the K8 campus, so that is an area we will target for the coming school years. It seems likely that in order to target these last few students who are not On Track for Attendance, it will take individual plans specific to the needs of particular students. This is where we plan to begin.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.**

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MOT will continue to use the measures currently in place. Attendance is closely tracked and reported to the School Board on a monthly basis. In 2018-19, we streamlined our procedures for attendance intervention and truancy to allow administrators and counselors to get an early jump on those that are showing signs of poor attendance. Freshmen grades form the basis of the On Track in Ninth Grade measure and these are also closely tracked by our guidance office, advisors, administrators and teachers. Early intervention and communication also form the basis of our success in this area.

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## 2.5 Graduation Rate

Metric	2017-2018			2018-2019			2019-2020		
	Value	Points	Points Earned	Value	Points	Points Earned	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	n/a	n/a	n/a	97.32%	75.00	73.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.		
ESEA Adjusted 5-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a			
ESEA Adjusted 6-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a			

### DOE Summary:

MOT Charter School had its first graduating class in June of 2018. Thus, SY 2018-19 was the first year that the school was eligible to earn a rating for this indicator. The school earned an “Exceeds Expectations” rating for Graduation Rate.

### a) Graduation Rate ratings over the course of the charter term

<b>School Comments 2018-2019</b>	DSSF data for Graduation is lag data. The most recent data available shows that for the 2017-18 senior class, 97.3% of students graduated on time within four years. This high graduation rate is the culmination of four years of hard academic work by the teachers and students of MOT.
<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware does not yet report a graduation rate for MOT.

### b) Expected outcomes for Graduation Rate

<b>School Comments 2018-2019</b>	Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.
<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.

### c) Progress measures to determine to track Graduation Rate outcomes

<b>School Comments 2018-2019</b>	<p>Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.</p>
<b>School Comments 2017-2018</b>	<p>Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.</p>

The table above lists the school's available Graduation Rate ratings. Respond to the following questions. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

**a. Based on the school's Graduation Rate ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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Unfortunately, we only have one year's worth of graduation data to analyze in order to highlight trends, root causes, and opportunities for growth. Looking at that data, along with an anecdotal review of our overall climate and culture, and a review of some of the School Quality/Student Success metrics discussed previously, we are able to highlight a number of programs and practices that lead to our strong overall graduation rate. Our dual enrollment program (discussed in previous section 2.4.a), which provides early and frequent exposure to college-level coursework, our 9<sup>th</sup> grade onboarding and mixed-grade advisory program (also discussed in previous section 2.4.a), which helps ensure that all of our students are provided the supports and tools required to begin their high school career successfully, and our college-bound culture, which exposes all students to the opportunities available to them at the post-secondary level, each help to ensure that our students remain connected with their teachers and classmates, the curriculum, and the school. By doing so, students receive positive reinforcement and remained engaged with their education throughout their high school careers, ultimately leading to a student body that keeps graduation from high school and college matriculation as a primary goal.

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**b. Looking ahead, what are the school's expected outcomes for Graduation Rate for all students and what steps will the school take to achieve them?**

Moving forward, we expect to maintain a similar graduation rate for all students. By maintaining our focus on the programs and practices mentioned above (dual enrollment program, 9<sup>th</sup> grade onboarding and mixed-grade advisory, and college-bound culture) we will continue to maintain high expectations, with a goal of high school graduation and college matriculation for all students. We will also continue to perform regular internal analysis of all of our practices to ensure that we continue to meet the changing needs of today's students and families.

**c. Describe how the school will measure progress to determine whether the school is on track to meet expected Graduation Rate outcomes for all students.**

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We will continue to monitor our a number of the School Quality/Student Success metrics that we feel are lead indicators of graduation rate, specifically career and college prep, on-track attendance, and on-track in 9<sup>th</sup> grade. We also regularly examine our student retentions from year to year to ensure that all students have the supports and structure needed for success.

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## 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	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Progress Toward English Language Proficiency	n/a	n/a	n/a	n/a	n/a	n/a	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

### DOE Summary:

Progress Toward English Proficiency was not applicable in SY 17/18 because the group size was not 15 or greater. In SY 2018-19, the school had a sufficient number of students and earned an “Exceeds Expectations” rating for English Language Proficiency.

### a) English language proficiency (ELP) ratings over the course charter term

<b>School Comments 2018-2019</b>	2018-19 was the first year that ELP data was reported for MOT Charter School. 69.7% of MOT Charter’s ELP growth target was achieved. This is above the Exceeds Target goal of 64%. At both the K8 and HS campuses, ELP students receive instruction in a pull out program that addresses their English Language Learner needs.
<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.

### b) Expected outcomes for Progress toward English language proficiency (ELP)

<b>School Comments 2018-2019</b>	In 2022, the target for ELP growth will increase to 74%. Our goal for this coming school year is to meet that target. Currently, our ELL staff are engaged in professional development opportunities offered by the state in order to improve their ELL knowledge. It is our belief that the increased understanding of ELL needs will allow us to achieve this goal.
<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.



**c) Progress measures to track English language proficiency (ELP) outcomes**

<b>School Comments 2018-2019</b>	MOT Charter School uses the state WIDA assessment to track ELL student progress and to identify areas of strength and weakness that can be targeted in ELL support sessions.
<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.

**a. Based on the school’s English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school’s current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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MOT has a short history of Progress Toward English Language Proficiency data. In 2017-18, no data was reported because we were below the minimum sample size. In 2018-19, we did have data reported and at that time, 69.7% of our English Learners hit their growth target. This was above the Exceeds target for that year. In 2019-20, no data could be reported due to the COVID-19 pandemic. MOT did actually complete its EL testing before schools went remote for the year, and although we do not have Progress Toward Proficiency data, we do know how many students were able to test out of the program overall. On average, students spend from 4-5 years receiving EL services before they are able to demonstrate proficiency. Typically, some students never do gain proficiency before they graduate in twelfth grade. During 2019-20, we do know that 36% of our EL students were able to demonstrate proficiency and test out of the program. That, coupled with the students who would have met their growth target, even if they did not yet reach proficiency, makes it appear that we would likely have continued our positive results in 2019-20.

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**b. Looking ahead, what are the school’s expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?**

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Going forward, MOT’s expected outcome is to continue to meet the Exceeds rating for Progress Towards English Language Proficiency, even as that target for success continues to rise over the years. A particular challenge for EL programs across the nation is helping high school level students achieve proficiency. Typically, the students who still receive EL services in high school are the most difficult to move forward. This has been a pattern at MOT as well, where we have been more successful in moving our elementary students to proficiency than our high school students. When it is considered that about 75% of our ninth graders come from middle schools outside of MOT, it is particularly challenging to help our high school students achieve success because we only have four years to do so. Still, our next step is to analyze the results of our high school EL students and make changes to our current program. Our focus is twofold - to revise our HS program to better meet the needs of students and to help our classroom teachers better understand how they can incorporate EL techniques and learning into their everyday teaching.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.**

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MOT will continue to use the data generated by the WIDA assessment to both identify EL students and to track their progress. As part of the monitoring progress for EL students, their reading and math results, attendance and discipline are tracked at every interim by their EL instructor to determine if their EL supports are helping them achieve success. When this progress monitoring demonstrates a problem, interventions will be implemented, similar to what takes place in the RTI process.

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### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain high academic standards with a focus on 21<sup>st</sup> century skills, utilize diverse and student-centered teaching strategies, and develop high levels of student and parent engagement. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the 5Essentials survey. To measure high academic standards with a focus on 21<sup>st</sup> century skills, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure diverse and student-centered teaching strategies, we will review data from the 7 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure high levels of student and parent engagement, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to meet the standard of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be approaching the standard. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered far below the standard.

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?

Staff	Measure	Definition of Rating	Data Source	Data Collection Process	Measure
		<p><b>Meets Standard:</b> Average score of 60 or greater in all three assessment categories</p> <p><b>Approaching Standard:</b> Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p><b>Far Below Standard:</b> Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	5Essentials Survey	PDF Upload and entry into system by DOE.	1a1

**DOE Summary:**

#### a) mission specific goal(s).

<b>School Comments 2018-2019</b>	MOT Charter met our mission specific goal for the 2018-2019 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21st century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
<b>School Comments 2017-2018</b>	MOT Charter met our mission specific goal for the 2017-2018 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21st century skills, diverse and</i>

	<i>student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
<b>School Comments 2016-2017</b>	MOT Charter met our mission specific goal for the 2016-2017 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>

**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

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

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MOT Charter School mission specific goal performance analysis for the 2018-2019 academic year: We created our mission specific goals as an outgrowth of our overall school mission and philosophy, and designed them to be assessed using data gathered in the 5Essentials survey that was conducted by the state of Delaware during the spring of 2016. Unfortunately, the state chose not to conduct the survey during the spring of 2016. In order to successfully gather the data required to gauge our success as defined in our mission specific goals, we incorporated the ideas behind the relevant questions from the 5Essentials survey into an internally created and conducted teacher, student, and parent surveys. For each of the three areas under study, high academic standards with a focus on 21<sup>st</sup> century skills (6 total subcategories), diverse and student-centered teaching strategies (7 total subcategories), and high levels of student and parent engagement (4 total subcategories), we chose specific survey questions that best captured the goal behind each subcategory. The percent of responses that indicated “agree” or “strongly agree” with the question was determined to be the “score” for that subcategory. Subcategory responses were then averaged to create an overall score for each of the three areas under study. *For the 2019-2020 academic year, MOT Charter School **Meets Standard** for its mission specific goals.* In each of the three areas under study, high academic standards with a focus on 21<sup>st</sup> century skills (88.39%), diverse and student-centered teaching strategies (85.18%), and high levels of student and parent engagement (82.30%), scores exceeded the 60% threshold.

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**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).**

Appendix 1 attached

### 3.2 Organizational Performance

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

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		
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

MOT Charter School has consistently met all Organizational Performance Framework Measures and standards over the course of its charter term.

**a) School's organizational performance over the current charter term**

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b>  MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Two of the original four founding board members remain active on the board. An additional two board members have been on the board</p>
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for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.

A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board's members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- Head of School (4 years at MOT; previously 15 years as an educator, senior administrator and school leader; 8 years in business and operations management)
- K-12 Director of Student Services (10 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (5 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (15 years; previously a lead mentor)
- Business Manager (16 years)

### **Shared Accountability**

MOT Charter embodies the phrase "it takes a village" not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school's success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

### **Hiring Process Aligned with Our Mission**

MOT's hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen

	<ul style="list-style-type: none"> <li>• Telephone Interview</li> <li>• Panel Interview conducted by a team that includes parents, teachers, administrators and board members.</li> <li>• Writing Sample Review</li> <li>• Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding their lessons.</li> <li>• Head of School Interview</li> <li>• Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.</li> </ul> <p><b>Exit Interviews</b> When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.</p> <p><b>Satisfaction Surveys</b> MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p><b>Written Policies and Procedures</b> MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b> MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Three of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.</p>
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A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board's members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- K-12 Director of Student Services (9 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (14 years; previously a K8 Academy Dean and Principal)
- High School Administrator (4 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (14 years; previously a lead mentor)
- Business Manager (15 years)

#### Shared Accountability

MOT Charter embodies the phrase "it takes a village" not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school's success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

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- Resume Screen
- Telephone Interview
- Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
- Writing Sample Review
- Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and two other teaching candidates. At the



	<p>conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding the three lessons.</p> <ul style="list-style-type: none"> <li>• Head of School Interview</li> <li>• Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.</li> </ul> <p>Exit Interviews When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.</p> <p>Satisfaction Surveys MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p>Written Policies and Procedures MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
<p><b>School Comments 2016-2017</b></p>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Strong Site-Based Leadership MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Three of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.</p> <p>A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board’s members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.</p> <ul style="list-style-type: none"> <li>• K-12 Director of Student Services (8 years; previously a K8 Academy Principal; three children attend MOT)</li> <li>• High School Administrator (13 years; previously a K8 Academy Dean and</li> </ul>

Principal)

- K8 Academy Principal (13 years; previously a lead mentor)

#### Shared Accountability

MOT Charter embodies the phrase “it takes a village” not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school’s success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

#### Hiring Process Aligned with Our Mission

MOT’s hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen
- Telephone Interview
- Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
- Writing Sample Review
- Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and two other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding the three lessons.
- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

#### Exit Interviews

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

#### Satisfaction Surveys

	<p>MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p>Written Policies and Procedures</p> <p>MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2018-2019</b>	See Above
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<b>School Comments 2017-2018</b>	See above
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<b>School Comments 2016-2017</b>	See above
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**c) Indicator measure where school did not meet standard or is approaching standard**

<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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**a. Describe the school’s organizational performance over the current charter term. (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.)**

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N/A

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

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MOT maintains a strong and dynamic organizational structure. In recent years we have added a number of school-wide positions in order to better coordinate our efforts across both campuses. One of these, our Director of Students Services, is tasked with overseeing transportation, emergency services, training and compliance, testing, mentoring, RTI, and ELL services, ensuring that our practices on both campuses are consistent and equitably applied. We have also added a Director of Special Education, who is able to focus solely on the needs of our special education students and teachers on both campuses and to ensure that we are consistently following all state and federal guidelines. As we have grown we have also committed additional administrative resources to both the high school and K8 Academy in order to ensure that we are able to maintain our personal connection with students and families. These changes to our organizational structure and practice allow our teachers to keep their focus on their classrooms and their students, and also allow our building-level leaders to focus on school climate and culture as well as teachers and their instructional practice and professional development needs.

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

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N/A

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## Performance Agreement

### Organizational Performance Expectations

MOT Charter School's overall organizational rating is meets. In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

<b>School Comments 2018-2019</b>	For the 2018-2019 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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<b>School Comments 2017-2018</b>	For the 2017-2018 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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<b>School Comments 2016-2017</b>	For the 2016-2017 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

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MOT has consistently earned an overall organizational performance rating of "meets standard" and we expect that trend to continue into the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting at the building, school and board level.

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### 3.3 Educational Program

a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

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N/A

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b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

**Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.

- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state’s expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition **and** evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQulP rubric from nextgenscience.org.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.
- Questions:
  - 1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?
  - 2) Can you describe how you ensure accessibility for all students in science?
  - 3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state’s expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state’s expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

\*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

**Note:** Each item below must be addressed separately.

- a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

#### Transfer ESR process/Transition goals – State Spec Ed Audit 2017-18 SY

As a result of MOT Charter School’s state special education audit during the 2017-2018 school year, we were asked to provide our policy for reviewing transfer ESRs. MOT updated its review process for in-state transfer of student ESRs. In adopting in-state ESRs, MOT agreed to adopt it as is or update testing in areas of need as necessary. As far as adopting out-of-state ESRs, MOT reviews the incoming student report using the information provided and any additional evaluation information found by our school psychologist to create a new Delaware ESR.

Another area in review during the same state audit was how to create and monitor transition IEP goals. It was noted that transition goals in IEPs for students in grades 7-12 or students age 14 and above need to build over time in order for them to be progress monitored appropriately. MOT revised how goals were created and written based on the transition needs to help students show growth in these areas.

#### Retention – Summer 2018

As a result of a state complaint in the summer of 2018, MOT Charter School entered into mediation regarding a student who had just been found eligible for special education services. The same student was also scheduled to be retained for the upcoming school year. After mediation, MOT agreed to advance the student since the student had just recently become eligible for special education services that school year. In moving forward, MOT Charter School intentionally considers



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whether retention is appropriate or not after a student identifies as eligible for special education services and supports in the same school year.

#### High Need K Student – Fall 2019

In the fall of 2019, MOT Charter had to restructure Kindergarten special education supports and services to meet the needs of an incoming Complex student. After numerous IEP meetings, consultation with state services and legal inquiry, the IEP team determined it was essential the school create a C setting/Resource Room for full-day instruction. Up to that point this setting had not been needed in the school based upon student needs, but this setting is still being utilized to meet the identified student's continued need.

#### HS procedures when keeping discipline records for students with disabilities – Fall 2019

In the fall of 2019, a high school student was subject to an out-of-school suspension due to a violation of the school code of conduct. During the administrative review of the incident the parent made the school aware of a suspected disability (prior to this notification MOT was unaware of any suspected disability). Given this new information, MOT brought the student back from their suspension. When the student returned to the classroom MOT unintentionally mis-coded the absences. Rather than all days missed being recorded as suspension, the few days during which suspected disability was being researched and discussed with the parent and student's former schools were noted as excused absences. MOT Charter staff was given training on how to keep accurate disciplinary records for students with suspected and identified disabilities. Training was conducted to ensure the school administrative team and appropriate staff were aware of how to keep proper record of the number of days a student with a suspected or documented disability is out without services. These records are important because all days without services are to be counted towards the number of days that have passed before a manifestation meeting must be held. Evidence of the training was submitted to the DOE Director of Exceptional Children Resources and records/procedures were updated at MOT.

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**b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.**

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MOT Charter School views the Response to Intervention process (RTI) as a key step in supporting the academic growth and development of our at risk students. During the RTI process we systematically work to understand the needs of our struggling learners, develop interventions to meet their needs, and then assess the success of those interventions, modifying and changing them as needed. The program described below has been well established at MOT and has remained relatively constant. One recent change that did take place was the scheduling of high school students into specific advisory classes at the end of the day based on their RTI needs. Scheduling RTI services for

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high school students is a difficult challenge and incorporating it into the advisory time has helped us meet the needs of our struggling students.

### **Screening and Tier 1**

At the beginning of each school year at MOT, students in grades K-12 are screened in both reading and math to determine the current level of proficiency of each student. For more than fifteen years, MOT has used the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. This continued use of a screening tool means that instructional staff are familiar with its use, the instructional recommendations it makes, and how those recommendations can inform the RTI process. The MAP screening tool is nationally normed and thus is able to measure each student's current proficiency through a national percentile rank. In addition, since it is coded for the Common Core standards, it provides useful guidance for subsequent instruction for all students, struggling and otherwise. All students at MOT are screened using the MAP assessment in the fall and spring. Students in grades K-6 and at risk students in grades 7-12 are also screened a third time in the winter.

Student performance on the MAP reading and math assessments, combined with other knowledge and information about the student, determines a student's tier status. Tier 1 status applies to all students and represents the core classroom instruction that all students receive. For math and reading, this means the instruction that all students receive to achieve the Common Core standards adopted by Delaware.

### **Tier 2**

If a student scores at the 25% or below in either reading or math on the MAP screening, the student is considered for Tier 2 status. In order to make this determination, more data is collected about the student's current level of performance. Among other areas, additional data comes from current and historical grades, current and historical math and reading assessments, the student's past successes and struggles at MOT, teacher observations, and parent feedback. To make the determination of whether a student needs Tier 2 services, a school based team meets to consider the student's data. At a minimum, this team is always composed of the student's reading and math teachers, other grade level teachers, and a building administrator. Additional content experts and support providers (EL instructors, counselors, student advisors, content leads) also attend as needed.

Once a determination is made that a student needs Tier 2 supports in order to be successful, this same team seeks to define the academic concern and identify its root cause. Once a potential root cause is identified, the team develops a plan for intervention, including the amount of instructional time needed for intervention, what research supported interventions and materials are best suited to this particular learning need, and how progress will be monitored. At MOT, students must receive instruction based on the intervention plan at least 90 minutes a week over and above the Tier 1 instruction, though teachers are free to go beyond the 90 minutes if it can be scheduled. If based on screening, a student needs Tier 2 services in both reading and math, that student must receive a minimum of 120 minutes of instruction a week over and above the Tier 1 instruction. MOT places an emphasis on student interventions that are specific to the student, flexible, creative, research supported, and most importantly, interventions that work. While the student is receiving Tier 2 services, their progress is monitored every two weeks using a variety of assessments.

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If after six weeks the student shows insufficient progress or no progress, an Instructional Support Team (IST) meets to review the lack of progress. The IST team examines a variety of factors. These factors might include what level of progress has been made, whether the intervention was implemented according to its design, whether the amount of intervention time is sufficient, whether the intervention was progressing too quickly or too slowly for the student, or whether the root cause needs to be reassessed. A second six week round of Tier 2 intervention, incorporating any new revisions, is then implemented.

### **Tier 3**

If even after twelve weeks of Tier 2 instruction the student still does not show progress towards grade level benchmarks, then the student is designated to receive Tier 3 supports. Like Tier 2 interventions, Tier 3 interventions must be research supported and implemented with fidelity, but Tier 3 interventions have an additional level of intensity. At MOT, Tier 3 interventions occur on a daily basis and must total 150 minutes a week, though they can be more if it can be scheduled. If a student qualifies for Tier 3 services in both reading and math, the student must receive at least 180 minutes of Tier 3 instruction over and above Tier 1 instruction, per week. In addition, progress monitoring for students in Tier 3 now moves to a weekly basis. Tier 3 is a sustained and intensive intervention to help students get on track to meet reading and math benchmarks.

After six weeks of Tier 3 intervention, the IST team follows a similar cycle as to when the student was in Tier 2. If needed, the Tier 3 intervention is modified again and the student's progress is rechecked after an additional six weeks of Tier 3 intervention. If after the second of these Tier 3 cycles has occurred the student is still not making progress, the student is recommended for further evaluation. This evaluation may recommend special education services for the child, though it does not automatically do so. If evaluation does indicate that a student should receive special education services, those services do not replace but instead work with the Tier 3 interventions already in place. The student will receive both RTI and SPED services.

### **Overall Characteristics**

RTI tiers are meant to be flexible, with students moving between Tier 1, Tier 2 and Tier 3 as needed. In addition to being applied to Reading and Math instruction, MOT has applied the RTI cycle (identifying a root cause, developing an intervention plan, implementing that plan with fidelity, evaluating the student's progress) to other academic areas, to EL services, and to interventions around student behavior. RTI is a core part of what MOT uses to help students be academically successful.

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**c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.**

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MOT Charter School recognizes that English Learner (EL) Students are an important and growing part of our student body. Over the past years, MOT has gone from virtually no EL students to our present level of 25-30 EL students. We also recognize that identifying EL students is important because often these students need additional supports in order to be academically successful in school. This increase in our population over the last few years has caused MOT to solidify its program and to integrate it into both the K8 and HS campuses.

As a result, our current process is to begin by giving the Home Language Survey to all new students. This can occur at any grade but typically occurs in either kindergarten or ninth grade at MOT because these tend to be the grades where students enter into our system. If a family indicates on questions one, two or three of the Home Language Survey that a language other than English is spoken at home, MOT initiates its screening process.

First, a records review helps to determine whether the student is an active EL student, a former EL student, or a student that has never received EL services. Unless data indicates otherwise, all students who have never received services before are screened using the MODEL Screener (kindergarten) or the WIDA Screener. Depending on the situation, current or former EL students may also require the screener. The Home Language Survey and any screener given are filed in the student's cumulative file.

Data from the screener for identified students is then entered into the State EL Database to determine whether a student requires services. If services are required, the EL teacher for each campus will immediately set up the schedule for services and begin working with the student. The screening score of students who don't qualify are still entered into the EL Database as well.

If a student is determined to be eligible, families are notified in writing within 25 days of identification. The identification letter provides information to families about what services are being supplied, the frequency of the service, how the service will be delivered, and the staff delivering the service. The letter also provides contacts for questions as well as an acknowledgement that even though MOT does not recommend it, parents can decline services if they choose. Finally, the letter explains that all students must participate in winter ACCESS testing, even if they did choose to decline services. Notices of continued services are mailed to students at the beginning of each school year and a copy of those letters are filed in the students' cumulative folder.

During the year, all EL students are progress monitored three times a year on their grades, attendance, academic testing, and discipline. This information is examined by the EL teacher and administrator and entered into the EL Database. If the EL teacher's observations and other data indicate that a student is not progressing, the EL Team will alter the services being delivered and monitor the results of those changes.

If students receive an ACCESS score of 4.7 or higher from their end of year testing, they have graduated out of EL services. Families are informed in writing that their child no longer requires services and a copy of that letter is filed in the student's cumulative folder. Students who have scored

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out of EL services are still progress monitored for three school years by the EL teacher to ensure that they are continuing to be successful in school. If a student was observed to be struggling without EL support, a student intervention team would meet about the student to determine next steps and additional supports for the student.

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**d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.**

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MOT Charter School implements the use of an Instructional Support Team (IST) to analyze data collected through the RTI process and classroom interventions (academic and/or behavioral). This is so the IST team can analyze data and discuss interventions implemented in the classroom used with students over an 8-week period of time. After 8 weeks of time, the team then determines if what was implemented allowed students reviewed through IST to make progress. If not, while the student continues to receive interventions, the team recommends to the parent that the student receive continued tiered interventions or a psycho-educational assessment to determine eligibility for special education supports and services.

When the IST team reviews a student case, there may also be a need to hold a 504 eligibility meeting. Many times when this happens, the student may simply just need accommodations due to a medical condition impacting them in the classroom.

Overall through RTI reviews, IST team, counseling and psycho-educational resources provided at MOT Charter School, if a student has a need that significantly impacts them in the academic setting we have the resources to provide what they need through various avenues of support.

Sample IST meeting minutes and corresponding data available upon request.

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### 3.5 Governance and Reporting Requirements

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

\* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

**a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

The MOT Charter Board of Directors evaluates the Head of School annually (typically in May/June). That evaluation consists of feedback on at least ten specific topics from Board Members and Administrative Staff. From that feedback, specific goals are created and shared with the HOS, which then constitute the direction of the HOS’ efforts in the coming year.

In addition, every few years the MOT Charter Board of Directors conducts a 360\* review, and solicits feedback from a large swath of the MOT Charter School community.

Once feedback has been collected (we currently use Survey Monkey Premium) in at least ten areas of HOS responsibility, the Executive Committee meets to review the information and discuss the goals and compensation adjustments (if any) for the HOS in the upcoming year.

The Board Chair and Vice Chair meet in person with the HOS after the Executive Committee has determined goals and compensation following the review process. All survey results and comments are shared as well as a formal letter including goals and salary information.

**b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.**

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MOT Charter School utilizes the *Board On Track* platform to maintain records, meeting agendas and minutes, and board goals and directives. The MOT Charter School meets at least six times a year to discuss progress and goals. There are several permanent board committees tasked with the minutiae of Board oversight, including Governance, Finance and Facilities.

The MOT Charter School Board strives to stay above the day-to-day operations of the school, and we focus instead on policy initiatives, facilities improvement, and fiducial concerns.

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**c. Identify the school’s plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.**

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All MOT Charter Board Members are required to complete any state-mandated trainings (especially those concerning finance). In addition, board member are encouraged to bring their own passions and community affinities to the MOT Board of Directors.

New members are voted on the Board with a majority vote. In August 2020, we added a new Community member. In November 2020, we plan to add one parent Board member to the Board. At the September 2020, MOT Charter School’s Board of Directors had 10 members toward a by-law maximum of 12 members.

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**d. Describe the school’s process for succession planning including identification, development and retention of school leaders.**

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MOT Charter School is fortunate in that we have been able to grow, and in so doing elevate, some of our “in house” talent in administrative areas. Currently, MOT Charter has a HOS which oversees both of our campuses. There are three additional administrative team members with responsibilities K-12. In addition, we have two administrators who serve the K8 Academy and four administrators who serve the High School, providing a depth of talent should MOT Charter need to reconfigure our school leadership.

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**e. Share how the Board supports the school. Speak to the Board’s involvement in events, operations, and fundraising activities.**

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MOT Charter School’s Board of Directors attempts to remain well away from the daily operations of the school. Our sole employee is the Head of School. All hiring, employment, and other matters are done by the administrative team.

The current majority of MOT Charter’s Board Members are also parents, which leads to members often being in both buildings and most events. Board members are expected to attend senior graduation and the 8<sup>th</sup> grade promotion ceremony. Oftentimes board members can be found on the sidelines of athletic competitions and academic competitions, and in the audience of performances and concerts. Board members also make an effort to attend Open House evenings in order to talk to prospective and current parents.

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f. **Appendix 3:** Current Organizational Chart

g. **Please complete the Board Financial and Governance table 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;**

h. **Please complete the Citizen Budget Oversight Committee Membership and Training table below.**

i. **Please include:**

**Appendix 4** Board Governance Training Certificates and/or Documentation.

**Appendix 5** Board member and school leader succession plans.

**Appendix 6** Current board bylaws

### Board Financial and Governance Members and Training

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.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training (Board on Track Training) (PDMS Sessions 1,2,3) Date*
Mir Sadiq	Ali Khan	Jan 2018	Nov 2020	Board Member	11/27/19	12/5/19, 12/5/19, 12/5/19
Richard	Carroll Jr.	Nov 2018	Nov 2021	Board Member	12/2/19	9/25/19, 9/24/19, 9/24/19
Linda	Jennings	Nov 2018	Nov 2021	Board Member	7/1/11	8/29/19, 9/5/19, 9/5/19
Lilian	Latan	July 2020	July 2023	Board Member	9/27/20	In process
Travis	Piser	Nov 2019	Nov 2020	Teacher Representative	11/27/19	12/5/19, 12/5/19, 12/5/19
Lou	Savino V.	Jan 2018	Nov 2020	Vice Chair	12/16/19	12/5/19, 12/5/19, 12/5/19
Steve	Stallone	Jan 2018	Jan 2021	Board Member	11/27/19	12/5/19, 12/5/19, 12/5/19
Sam	Sullivan	Jan 2018	Nov 2020	Secretary	11/27/19	10/21/19, 10/21/19, 10/21/19



Jennifer	Taylor	Nov 2018	Nov 2021	Chair	11/27/19	12/5/19, 12/5/19, 12/5/19
Dave	Watlington	Jan 2018	Nov 2020	Treasurer	11/21/13	9/29/20, 9/29/20, 9/29/20
Edward	Southworth	N/A	N/A	Head of School (ex officio)	9/25/19	8/29/19, 9/5/19, 9/5/19

\*Please list only the most recent training date.

**DOE Summary:**

MOT Charter School has established standards for ensuring its board members are properly trained.

<b>School Comments 2018-2019</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation in August of 2015, and participated in Board on Track’s “Board Performance Assessment Master Class” in November of 2018. All members also completed the DDOE financial trainings at the time they joined the board. Further, we have committed to having all members complete the recently released Governance Training series (all three sessions – Board Governance Standards, School Leader Evaluation, and Academic Oversight) and the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.
<b>School Comments 2017-2018</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their “Governance Grader” tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.
<b>School Comments 2016-2017</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their “Governance Grader” tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## Citizen Budget Oversight Committee Membership & Trainings

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.

First Name	Last Name	Role/Title	Financial Training Date
Meryl	Hewett	MOT Business Manager	6/4/2020
Linda	Jennings	Board Member	7/1/11
Edward	Southworth	Head of School	9/25/19
Jennifer	Taylor	Teacher Representative	11/25/2019
Joe	Ulizio	Parent Representative	12/13/2019
Richard	Riggs	DOE Representative	11/30/15
Dave	Watlington	Committee Chair	11/21/13

<b>DOE Summary:</b>
MOT Charter School has established a system for ensuring CBOC members are properly trained.

<b>School Comments 2018-2019</b>	All members of the CBOC completed the DDOE financial trainings at the time they joined the committee. Further, we have committed to having all members complete the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.
<b>School Comments 2017-2018</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the <i>Board on Track</i> corporation in 2015, and participated in <i>Board on Track's</i> "Board Performance Assessment Master Class" in November of 2018. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.
<b>School Comments 2016-2017</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their "Governance Grader" tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.6 Students, Employees and School Environment

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

**a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.**

N/A

**b. Provide information about the best practices the school uses to meet standards in the above noted areas.**

MOT Charter School regularly meets all metrics concerning students, employees and the school environment as outlined within the Organizational Framework. MOT has a well-established and well-developed administrative and organizational structure that ensures all appropriate regulations and best practices regarding student rights, teacher hiring and certification and overall institutional health and safety are followed. We have in place a system of checks and balances, in the form of a segregation of duties and a layered approval process, that dictates that no one staff member has complete responsibility in any one area.

**c. Include the following documents as appendices:**

**Appendix 7** Up-to-date Certificate of Occupancy

**Appendix 8** Up-to-date Fire Inspection Certificate

**Appendix 9** Up-to date Insurance Certificate(s)  
**Appendix 10** ERIP Reporting SY18/19 and SY19/20

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

2017-2018			2018-2019			2019-2020*		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
96	69	72	95	69	73	91	73	80

**\* To be completed by the school**

*Note: Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 18/19 and 90 teachers remained employed in SY 19/20, the school’s teacher retention rate would be 90%.*

**DOE Summary:**  
 MOT Charter School has maintained a 92.3% or higher teacher retention rate.

**a) School’s plans to monitor and minimize teacher attrition rates**

<b>School Comments 2018-2019</b>	We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.
<b>School Comments 2017-2018</b>	We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and work hard each year to ensure that we offer as competitive a compensation package as possible.
<b>School Comments 2016-2017</b>	We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in

	employment decisions and work hard each year to ensure that we offer as competitive a compensation package as possible.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**b) School’s professional development plans support teachers and leadership.**

<b>School Comments 2018-2019</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, and diversity and inclusion committees.
<b>School Comments 2017-2018</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, diversity and inclusion, and innovation committees.
<b>School Comments 2016-2017</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity to teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, diversity and inclusion, and our newly formed innovation committee.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report.

**a. Review the table above with the school’s teacher retention trends.**

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In recent years we have consistently seen a teacher retention rate of approximately 95% and we hope to continue that trend in the future. While this past year we dipped slightly from our average, the reasons indicated during exit interviews were similar to those offered in most other years. Of the seven teachers who left, five went to work for their local school district, one left teaching to have a child, and one retired at the end of a long career spent primarily at MOT.

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

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MOT recognizes that a stable and experienced teaching faculty is integral to the success and longevity of the school. We work hard to ensure that all faculty and staff members have the support and direction they need to feel fulfilled in the classroom and to provide the best possible student experience. Each year we conduct formal exit interviews with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers tend to reflect favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.

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**c. Describe how the school’s professional development plans have evolved over the course of the charter term to support teachers and leadership.**

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MOT Charter School is an organization that promotes the ideal that we are all learners. We invest in the development of academic pedagogy, instructional practice, and content development. As a K-12 organization, we work to meet our institutional needs and the individual needs of our staff and student body.

Our professional development plan is structured in a way that supports authentic learning. We understand clearly that PD is not a one size fits all model. Many of our educators are members of professional organizations that provide them access to high quality PD. Some examples include the:

- Association for Supervision and Curriculum Development
- Drama Teachers Academy; National Music Educators Association
- American Choral Directors Association
- International Society for Technology in Education
- International Technology and Engineering Educators
- National Science Teaching Association

Statewide organizations include the:

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Delaware Science Coalition  
Delaware Math Coalition  
Delaware Council of Teachers of Mathematics  
Delaware Literacy Coalition  
Delaware Social Studies Coalition

Some recent organizational professional development we have provided to our staff have focused on: Social and Emotional Learning, Diversity/Equity and Inclusion, Student Centered practices, and Restorative practices. These opportunities have supported our district wide goals and needs.

Building teacher leaders is another important component of our professional development planning. We have had staff members present at various conferences and coalition meetings. Our Instructional Leadership team is made up of content leads representing all disciplines. This team provides PD to staff, as well as engages in leadership workshops to enhance their own leadership skills.

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**d. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.**

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MOT Charter uses Delaware's statewide educator evaluation system, DPAS II. We focus heavily on educator growth and student improvement. We utilize the Component V student measure as one way, among many, to gauge teacher effectiveness. It is a commitment of our leadership team to be a presence in classrooms through informal walkthroughs beyond compliance of required observations. We strongly value the collaborative conversations that follow an opportunity to observe a teacher. It is here where we put our emphasis within the DPAS system.

Our leadership team participates in the training and credentialing process required to participate in DPAS. During the winter of 2019, MOT administrators teamed up with DEDOE and a member from the Danielson staff. This provided an opportunity for us to calibrate our observations, develop a deeper understanding of the rubrics, and the evaluation process. Also, a member of our leadership team worked closely with DEDOE and other stakeholders in the development of the new DPASS evaluation system.

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### 3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
  - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
  - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).
- 

In the event of closure or dissolution of the school, the school will follow the authorizer's charter school closure protocol and the Board of Directors would work closely with DDOE to coordinate parent notifications, transfer of records, and disposition of school assets in order to ensure a smooth and orderly transition that minimizes the impact on students and families.

The cash and cash equivalents shown on the June 30, 2020 audited financial statements totaled \$7,081,458, which is \$1,732,030 more than the reserves required for salary, accounts payable, board reserve, and USDA building reserve.

Salary Accrual: \$1,370,763 for FY21

USDA Building Reserve: \$722,273.60 for FY21

Board Reserve: \$3,200,924 for FY21

Accounts payable at June 30, 2020 was \$55,467

The Board of Directors, along with the Business Manager and Business Office support staff will be responsible for handling the school's final closeout activities after closure or dissolution.

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M (1 YR) AS (3 YR)	M	AS (1 YR) M (3 YR)	M	M	Meets Standard (expected results, based upon current audit)

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” overall rating for 2018-2019. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> </ul>
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	<ul style="list-style-type: none"> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> <li>• Board level Finance &amp; Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.</li> </ul>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School received a “meets standard” overall rating for 2017-2018. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-</li> </ul>
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	<p>card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</p> <ul style="list-style-type: none"> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> <li>• Board level Finance &amp; Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.</li> </ul>
<p><b>School Comments 2016-2017</b></p>	<p>MOT Charter School received a “meets standard” in all but one section of the Financial Performance Framework, resulting in a “meets standard” overall rating for 2016-2017. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial</li> </ul>

	frameworks when making significant financial decisions.
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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	See above
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<b>School Comments 2017-2018</b>	See above
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<b>School Comments 2016-2017</b>	See above
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2018-2019

**1. NEAR TERM INDICATORS**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

**2018-2019**

**94%**

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:**

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2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

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**School Comments  
2017-2018**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2017-2018
94%

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:**

2017-2018 was our first year enrolling students in grades K-12, and as such we continue to feel the effects of the challenge of building a high school from the ground up. We have met our target enrollment for 9<sup>th</sup> grade, and have every reason to expect to continue to do so in the future. We have taken significant steps this year to ensure that students who choose to attend the high school have the support and structures in place to succeed and thrive. By focusing on reenrollment trends at the high school level, we will be able to ensure continued growth and foresee no problems filling our high school in the next few years.

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2017-2018
1 YR: -2.95%
3 YR: 1.93%

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:**

MOT's 2017-2018 1 YR Total Margin is negative due to the fact that we used prior years' surplus funds to pay \$489,558.01 in principal to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. By using these funds to pre-pay this loan we save future interest payments and free up operating funds over the next three years. If we add the above non-operational amount back into our net income for the year, the adjusted total margin becomes .46% (\$65,450/\$14,376,812), making both our 1 YR and 3 YR Total Margins positive, which would result in a rating of *Meets Standard*.

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2017-2018

0.72

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

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MOT's 2017-2018 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$489,558.01 in principal paid to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. We made the decision to use prior years' surplus funds to pre-pay this loan in order to save future interest payments and free up operating funds over the next three years. If we remove this non-operational expense, our net income for the year would be \$65,450 (-\$424,108 + \$478,558.01) and the actual principal and interest amount for the 2017-2018 Principal and Interest calculation would be \$1,113,254 (\$1,602,812 - \$489,558.01), which would make the accurate Debt Service Coverage Ratio 1.47, which *Meets Standard*.

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**School Comments  
2016-2017**

**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

**2016-2017**

**0.11**

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

MOT's 2016-2017 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$15,971,963 in principal paid to convert the financing for our high school campus from a construction loan to a permanent loan. This one-time principal payment is offset by the one-time receipt of the proceeds of the permanent financing. The actual principal amount that should have been used in the 2016-2017 Principal and Interest calculation is \$598,513, (principal and interest payments for the year minus the amount of principal paid to convert from construction to permanent financing). This would make the accurate Debt Service Coverage Ratio 2.93, which *Meets Standard*.

**a. Describe the school's Financial performance over the current charter term (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.)**

N/A

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

While MOT's financial practices and financial outcomes have been consistently sound, we are always looking for ways to improve. Recently we have focused on cross-training and segregation of duties within the business office and human resource functions to help ensure that we have an adequate system of checks and balances.

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

Based upon our internal analysis of our financial audit, there are two measures for which MOT will receive a rating of "Approaching Standard" – (2a, total margin; and 2c, cash flow). In both cases these measures track 2 different data points (1 YR and 3 YR trends) and MOT receives a "meets" rating for 1 data point and an "approaching" rating for the other. For measure 2a, MOT's 1 YR total margin was positive, while our 3 YR total margin was negative. For measure 2c, MOT's 1 YR cash flow was negative, while our 3 YR cash flow was positive.

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**Explanation for measure 2a - 3 YR Total Margin:**

MOT's 3 YR total margin for 2019-2020 is expected to be -0.02%, which is considered "approaching standard." This 3 YR result is due solely to our 1 YR total margin result in 2017-2018. That year our 1 YR total margin was negative due to the fact that we used prior years' surplus funds to pay \$489,558.01 in principal to retire our WSFS Furniture, Fixtures, Equipment loan for our new high school campus. If we add the above, non-recurring and non-operational, expense amount back into our net income for that year, the adjusted total margin becomes .46% which would result in a rating of Meets Standard. The 1 YR total margin in every other year has resulted in a rating of Meets Standard.

**Explanation for measure 2c – 1 YR Cash Flow:**

MOT Charter School spent \$540,035 in capital improvement project funds to improve and expand the athletic fields at our high school campus and to modify the 2<sup>nd</sup> grade classrooms at our K8 Academy campus. The Board of Directors approved using prior year reserve funds to complete these non-operational capital improvements, resulting in a 1 YR cash flow of <\$81,163>.

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## Performance Agreement

### Financial Performance Expectations

MOT Charter School's overall financial rating is meets. In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### School Comments 2018-2019

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2017-2018

For the 2017-2018 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
Not Applicable.

<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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**d. Discuss the school’s financial performance based on its approved Performance Agreement.**

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MOT Charter School consistently receives an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

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

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N/A

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**f. As appendices, please provide the following documents:**

**Appendix 11** Summary of Findings from Independent Audits (if applicable)

**Appendix 12** Final Fiscal Year 2020 Revenue & Expenditure Budget Report in the prescribed Department format

**Appendix 13** Approved preliminary Fiscal Year 2021 Budget in the prescribed Department format

**Appendix 14** Fiscal Year 2020 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

**Appendix 15** A list of all settlements (if applicable).

(Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

#### School Comments 2018-2019

##### **Supportive and Friendly Environment**

At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.

Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.

##### **Involved Parents**

Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours each year, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Finally, parent volunteers regularly provide support in our library.

##### **Rigorous, Student-Centered Instruction**

At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding. Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students

continue to excel.

### **Responsive Curriculum**

Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

### **Early Intervention**

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

### **Well-Rounded Arts Program Beginning In Kindergarten**

We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the Academy of the Arts and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

### **K-12 Continuous Course of Study**

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong

relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

**School Comments  
2017-2018**

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#### 1-to-1 technology program

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using Schoology as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the Schoology platform to portions of our K8 Academy, and have also begun to transition our middle school grades towards a more classroom-technology-rich environment. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms. Our hope in the next few years is to extend our 1-to-1 program to include our middle school students as well.

#### Commitment to Enrichment Programs at K8

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

### School Comments 2016-2017

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strategic results driven thinking using all aspects of math, science, engineering, technology.

**a. 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).**

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In addition to the school practices described above, in recent years we have focused our efforts in a few specific areas that we feel will help our students be well-prepared to thrive in an ever-changing world.

**Restorative Reflective Advisories:** It is important for us to be mindful of adolescent development and sensitive to the needs of our students. With that in mind, our team of educators work with students to improve behavioral outcomes. By having Restorative Reflective Advisories (RRAs), our hope is that students will reflect on some of the minor issues that can have large impacts on learning and the school environment. Our collective goal is to ensure that our environment remains positive and productive, and by holding students to high expectations and adding more staff and students into the conversation, we believe that is possible. The RRA has been utilized for minor behavioral incidents that have impacts on learning (*being out of dress code, cell phone use during the day, headphone use, late to class, etc.*). During this advisory period, students work with teachers and peers, as they apply problem solving skills in their quest to improve upon their behavior, think about how their actions impact themselves and others, as well as devise methods to make better decisions moving forward. This collective method enables students to feel supported and empowered to improve behavior, but also to make good decisions, as they model positive behaviors for others within our school community.

**Embedded Dual Enrollment:** At MOT Charter High School, the experience and delivery of Dual Enrollment opportunities are very different from other high schools. Students at MOT begin experiencing Dual Enrollment as early as freshman year. Additionally, Dual Enrollment opportunities are embedded directly into our current classes. Through our partnership with Wilmington University and Wesley College, our team of educators have worked with professors and academic deans from both schools to provide rigorous, college-level instruction. Course content is aligned to both state standards, as well as the curriculum formulated by each university. As a result, college courses are taught on our campus, during the school day, by our certified instructors- enabling our MOT Charter High School students to gain college credits that are transferable to institutions throughout the country.

**K8 Academy Mindfulness Initiatives:** In response to the changing world our students experience, it became evident several years ago that as a school we wanted to address student stress and provide ways to manage that stress. We began this process by collecting data through student-led goal setting meetings at the beginning of the school year. We identified a pattern of students communicating the stress they were feeling and the impact it had on their overall view of school and their own success. As student stress levels became a more evident factor in their learning and

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interactions with others, we investigated potential approaches to help students recognize the feelings they were having and how to regulate those feelings in positive ways that encouraged self-help and advocacy with a growth mindset. We determined that whole building mindfulness practices, classroom meeting circles, and targeted intervention using mindfulness strategies as replacement behaviors was an opportunity to help our students and staff work through times of stress and frustration. As a school, we have continued to seek resources and sustain a schedule of teacher training and support, we invited guest speakers who practice mindfulness in their classrooms to encourage and instruct in the use of these strategies, and we continued to include mindfulness moments as part of the larger emphasis for social and emotional learning as a whole building. We have moved to a point of scheduled time each day to practice and instruct mindfulness strategies and help students recognize their own needs and thoughts in order to better understand their emotions, work through frustration and handle conflict. We have appointed a mindfulness coach and provided her with training to help our teachers and encourage classroom practices embedding mindfulness into daily instruction and lead mindfulness activities. We have communicated with our parents our ongoing efforts in these areas and have received some excellent feedback - parents have reached out applauding our efforts and shared how their children discuss the strategies we have taught them and actively put them into practice at home.

**Technology:** The K8 Academy constantly strives to identify ways to engage learners with technology. We have recently added coding and robotics as a regular part of our related arts program across grades K-8. We have introduced Wonders Workshops with Dot and Dash robotics for our K-5 students. Further, our 6th grade students who have completed the program serve as learning coaches for our kindergarten through second grade students. We have also added Lego Mindstorm robotics and software in to our program. This has allowed our older students to advance to the next level of programming and introduced them to the more sophisticated programming needs that come with the addition of motors, light sensors, and other features. In our 7th and 8th grades, we continue with VEX robotics and more advanced instruction in coding.

Additionally, we have focused on the ways that technology can help learners investigate and communicate. We have introduced green screen technology into the classroom, first modeling how this tool can be used by students and then allowing them the opportunity to use green screen production in their own classroom projects and presentations. In addition to green screen technology, we have invited teachers and students to develop augmented and virtual reality experiences. Teachers have taken students on field trips through our AR/VR software and students are able to use this resource to enhance their own learning. The AR/VR cart has been used in many classes and across all content areas. Students are engaged and inspired by what they see and experience.

**Community and Relationship Building Focus:** When we consider what is important to learning and promoting the most effective learning environment, we recognize that building strong relationships is at the core. We place great value on our school culture and by extension our school community. In order to promote these ideals, we have developed three specific approaches that are meant to promote positive relationships within and outside of our classrooms. We utilize three specific approaches to build culture and positive relationships within our school - our staff and parent Climate and Culture Committee, our student Climate and Culture Committee, and our Mentor Program.

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Our schoolwide Climate and Culture Committee (C3) is made up of teachers, school leaders, and parents, and addresses some of the issues we see as important to maintaining a positive school culture. The focus of this committee is anti-bullying messaging and training, respectful and responsive communication, kindness and empathy and self-esteem building. We do this by engaging in school-wide monthly activities and summer culture projects. We celebrate our students, teachers, and staff with these activities.

Our Student C3 (Climate and Culture Committee) is made up of students from grades 3 through 8. Each year this group develops an event to celebrate our school community and message our strong belief in our pillars of kindness, respect, responsibility, and belief in oneself. They spend several months preparing and then lead the school in the event that they have designed and developed. They have held pep-rallies and a C3 Fair Day in recent years, and have really embraced the responsibility of helping to shape our school culture.

Finally, in the past two years we have implemented a student/teacher mentor program. At the K8 Academy, each staff member takes a group of about 10 students as their mentees and has an opportunity to meet with them to create connections, develop social skills, ensure that all students feel supported and included, and give each student an adult in the building with whom they feel comfortable sharing in times of need. As we have developed each of these programs aimed at building a positive and inclusive climate and culture, we have witnessed students feeling more engaged and included, seen them broaden their circles of friends, and recognize their ability to be a part of the big picture of what the MOT experience is and can be for everyone.

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## VI. Five-Year Planning

### 6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below.  
Ensure that the chart allows for the natural progression of students from year-to-year.

**Note:** *This will become the school's authorized enrollment for the new charter term.*

Projected Enrollment						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	75	75	75	75	75	75
Grade 1	75	75	75	75	75	75
Grade 2	78	75	75	75	75	75
Grade 3	75	78	75	75	75	75
Grade 4	76	75	78	75	75	75
Grade 5	75	76	75	78	75	75
Grade 6	77	75	76	75	78	75
Grade 7	75	77	75	76	75	78
Grade 8	78	75	77	75	76	75
Grade 9	188	188	188	188	188	188
Grade 10	181	188	188	188	188	188
Grade 11	164	176	183	183	183	183
Grade 12	172	159	171	178	178	178
<b>Total</b>	<b>1,389</b>	<b>1,392</b>	<b>1,411</b>	<b>1,416</b>	<b>1,416</b>	<b>1,415</b>

**Note:** An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a [Charter Modification Application](#) including budget sheets, and budget narrative reflecting the new enrollment figures.**



## 6.2 The school's plans for the next five years of the charter.

*(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)*

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

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MOT will continue to use those data sources that have a long history of implementation in our system. These include NWEA, SBAC, WIDA, DIBELS and other sources of nationally normed data. These data sources provide us a way to track the progress of individual students, groups of students, and the overall academic progress of the school as a whole. Typically, MOT evaluates in two areas - overall proficiency and student growth. All of the data sources above provide information that can assist with both of these functions. We expect that not only will our current level of success continue, but that we will be able to show even greater success in the future.

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- a. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

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Under the current DSSF model, performance targets increase each year. We have identified three student performance growth goals that we will pursue in particular. First, MOT will continue to achieve Meets or Exceeds in each category as the targets increase. Second, even though MOT does not currently have any science or social studies scores on which to set performance targets, it is our expectation that these areas will also fall in the Meets or Exceeds categories. Finally, as we have watched our ELL population increase, MOT recognizes that this will become an even more important population for our school. Our commitment is that ELL growth will continue to Meet or Exceed as this population increases.

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- b. Describe the student performance standards for the school as a whole.

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As a whole, MOT's student performance standard will be that we maintain our overall Meets or Exceeds rating.

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- c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum,



performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

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MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level. NWEA assessments provide specific feedback on student progress on state content standards: ELA, Mathematics and Next Generation Science Standards.

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2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

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MOT will continue to collect data throughout the school year. NWEA data is collected three times throughout the school year. Data is analyzed by the leadership team, classroom teachers, content leads, and support staff on an ongoing basis. Our current process is to analyze student data, recognize successes, identify areas where growth lags, and build a flexible plan to meet the needs of individual students and groups of students. Summary data is reported to the School Board as it becomes available and individual student data is shared with families throughout the year.

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3. Describe the corrective actions the school will take, pursuant to 14 *Del. C. § 512(5)*, if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

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As a growth-focused organization, a lack of growth in academic achievement would be our trigger for corrective action. Building-level administrative and instructional leaders would be tasked with designing and implementing any required corrective action.

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4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

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MOT Charter School will continue to monitor academic, organizational, and financial performance and management data, as reported through a variety of state systems. We have two standing board-level committees (Academic Excellence and Finance & Operations ) that conduct regular internal review of important student, operational and financial markers, the results of which are reported regularly at board meetings. We also continue to regularly review and respond to all state data systems, including our yearly financial audits, Financial Framework report, Organizational Framework reports and Delaware School Success Framework analysis. As areas of interest or concern are

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highlighted by any of these systems, we discuss these concerns at the board committee level and also as a K12 school leadership team, ensuring that appropriate attention and resources are directed to the area of concern and corrective action is planned as needed.

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5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

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MOT's K12 leadership team meets each week to discuss school operations and topics of interest. The team's standing agenda items include topics addressed by the Organizational Framework, such as curriculum and instruction for all students, but specifically relating to students with disabilities and English learners; student admissions and enrollment, discipline, records, and privacy; staff hiring, certification, and evaluation; and all facility, transportation, health and safety issues. Building principals take the primary lead in all areas relative to curriculum and instruction, while our Business Manager and K12 Director of Student Services share primary responsibility for all other regulatory and compliance issues. Members of the K12 leadership team regularly participate in board meetings, sharing out data and evidence with the full board. The Head of School, Business Manager and Board of Directors share oversight of all governance and reporting requirements.

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6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

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#### K8 Facility Improvements:

Over the past several years the school leadership team, including the building principal, curriculum director, and teacher-leaders from across the building have researched and investigated changes in the ways that students learn and how the educational environment impacts student success. Looking at successful regional, national, and international models, and how facility and environmental changes in those cases impacted teaching and learning, this group began exploring physical changes to our own building that would better meet the needs of today's learners by promoting student engagement, creative thinking and collaboration, critical thinking, and more effective teacher collaboration. More open and flexible spaces allow students to be more relaxed and comfortable during the academic day, and also provide an opportunity to share ideas more easily and quickly with their peers and teachers.

Our first action step was the transformation of one of our 6th grade classrooms. We began by seeking a highly motivated teacher who could identify the ways in which the classroom changes could provide opportunity for more student-centered learning, how spaces would allow for collaboration and how flexibility within the space would enhance learning. A proposal from that teacher included a number of unique and creative ideas, including flexible seating and learning spaces, and we partnered with a design company to help make her vision a reality.

Following the success of that initial change, we decided to expand our thinking to consider an entire grade level. The design team met and discussed ways to turn three, separate classroom space into one common learning space, while still maintaining some aspects of the traditional classroom

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environment. Ultimately the team decided to update the space in such a way as to allow teachers to move across classrooms more easily and work with different subsets of students according to their interests or needs. Interior walls separating the three classrooms were partially torn down and replaced with glass-paneled doors between rooms, allowing for the rooms to be opened to create larger spaces and closed when small group or independent work was more appropriate. We also changed floors, added more flexible and comfortable furniture, and upgraded lighting and color to reinvent the second grade into a Collaborative Learning Studio. Students can group, regroup, and get to know all teachers as part of their expanded learning circle. Each classroom has specific spaces that allow for small group interaction, large group discussion, and student-led opportunity for presentation and communication of their learning. Students talk about how they love the space, how they feel good about the learning and it feels special to be there. This work was completed prior to the 2019-2020 academic year and was paid for using a board-approved withdrawal of reserve funds.

Prior to the COVID-19 pandemic, we were planning on continuing with similar modifications in other grade levels, and possibly using our experiences with these modifications and facility improvements to envision a completely redesigned middle school wing. This new , which would serve as a bridge between our K-5 instructional model and our high school model and allow for a more seamless transition for students across grades K through 12. While the uncertainly surround COVID-19 has caused us to temporarily put our plans on hold, we are hopeful that once life returns to normal we will be able to get back to the drawing board.

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7. Provide detailed information on the board’s plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

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MOT Charter School’s Board of Directors continually reviews information and feedback in order to better serve our school. We survey parents, students, and faculty/staff. We judge ourselves on the following matrixes:

- Is our school financial solvent and stable?
- Have we considered all aspects of revenue/expenditure relations?
- Are our students meeting academic benchmarks?
- How do our students compare with students in cohort schools?
- Is our school a leading source of innovation and efficiency?
- Are our students and families happy with the environment and education that we provide?
- Are our staff members professionally fulfilled and is turnover minimal?

These fundamental questions are reviewed and considered at every meeting. We receive and review updates from our Head of School and Business Office in order to evaluate – from the budgeting process to the middle of the fiscal year to its end. MOT Charter also embarks on initiatives that fall outside of a “yearly” cycle, including innovative learning environment spaces for Second Grade at the K8 Academy, significant expansion of athletic facilities at the High School, enhancements of the Performance spaces at the High School, and other large-scale projects. Unfortunately, MOT Charter was forced to shelve a cutting-edge physical and scheduling configuration initiative in our Middle School (Grades 6-8) due to the COVID-19 pandemic.

8. Complete the Hourly Attendance Survey below.

## Hourly Attendance Survey 2021 - 2022 School Year

Number of school attendance days	180
	<hr/>
Number of full days	178
	<hr/>
Number of half days	2
	<hr/>
Number of instructional hours in a day	6.5
	<hr/>
Number of hours in a full day	7
	<hr/>
Number of hours in a half day	4
	<hr/>

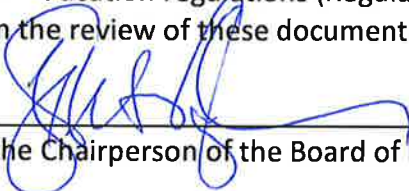
### VII. Compliance certification statement

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

09-28-2020  
Date of Signature

MOT Charter School  
Name of the Charter School

We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.

  
Signature of the Chairperson of the Board of Directors

Print/Type Name:	Jennifer Taylor
Title (if designated):	Chair, MOT Charter School Board of Directors

## VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

<b>Name of School:</b>	MOT Charter School
<b>Location:</b>	1156 Levels Road, Middletown, DE 19709

I hereby certify that the information submitted in this application for renewal 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; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.



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

09-28-2020  
Date

<b>Print/Type Name:</b>	Jennifer Taylor
<b>Title (if designated):</b>	Chair, MOT Charter School Board of Directors
<b>Date of approval by board of directors:</b>	Renewal application has been reviewed by Board of Directors and will be formally approved at the next regularly-scheduled meeting, October 21, 2020.

## IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

### DELAWARE DEPARTMENT OF EDUCATION

#### CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School

##### *MOT Charter School*

This Performance Agreement (“Agreement” is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and MOT Charter School , a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school’s charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school’s charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework (“Framework”) as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School’s charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE, with the assent of the DSBE, may place the school’s charter on formal review pursuant to 14 *Del. C.* §515 (b).

**Background Information** (*Characteristics of school, current location, summary of student population and grades served by the school, etc.*)

MOT Charter School opened in 2002 as a public charter school. MOT’s curriculum is designed to emphasize problem solving, and our goal is to prepare students to be creative, intuitive, and analytical thinkers. MOT Charter is committed to meeting the needs of each and every student–

regardless of where they are on the learning continuum. The configuration of the school is designed to offer a public school experience in a small school setting. MOT parents are welcomed into a partnership with the staff and administration, which enables them to become an active, integral part of their child's academic, and MOT Charter School's, success. The school's founders are committed to choice in public education and strongly believed in building-level leadership.

MOT Charter School currently serves approximately 1,400 students in grades K-12 on two campuses in Middletown. The K8 Academy campus, located at 1156 Levels Road, opened in 2002 and was expanded in 2012. The High School campus, located at 1275 Cedar Lane Road, houses MOT's Academy of the Arts, and Academy of Science & Technology. In addition to their core academic subjects, MOT high school students are able to pursue a major of their choice within their academy. Arts majors can choose among Dance, Digital Arts, Instrumental Performance, Theater, Visual Arts and Vocal Performance, while STEM majors have their choice of Biotechnology, Computer Science or Engineering.

### ***Mission Statement & Philosophy***

MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.

At MOT Charter School:

- A strong school community enables every child to reach his or her academic potential.
- Character development and personal responsibility form the basis for learning.
- Students are empowered and expected to be accountable for their own learning.
- Parents are invited and expected to be actively engaged in their children's education.

### ***Vision Statement***

The vision of MOT Charter School is to continue to provide an exemplary and fulfilling educational experience for all students, and to remain one of the leading public charter schools in Delaware.



## Academic Performance Expectations

MOT Charter School's DSSF ratings are:

Metric Area/Metrics	Points	Point Earned	Percent Point
<b>Academic Achievement</b>	100.00	71.00	71% Exceeds Expectations
<b>Academic Progress</b>	125.00	82.00	66% Exceeds Expectations
<b>School Quality/Student Success</b>	75.00	75.00	100% Exceeds Expectations
<b>Graduation Rate</b>	75.00	73.00	97% Exceeds Expectations
<b>Progress toward English Language Proficiency</b>	50.00	35.00	70% Exceeds Expectations
<b>Overall Percentage/Ratings</b>	425.00	336.00	79% Exceeds Expectations

*By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

*Mission Specific Goal(s):*

Under the current DSSF model, performance targets increase each year. We have identified three student performance growth goals that we will pursue in particular. First, MOT will continue to achieve Meets or Exceeds in each category as the targets increase. Second, even though MOT does not currently have any science or social studies scores on which to set performance targets, it is our expectation that these areas will also fall in the Meets or Exceeds categories. Finally, as we have watched our ELL population increase, MOT recognizes that this will become an even more important population for our school. Our commitment is that ELL growth will continue to Meet or Exceed as this population increases.

As a whole, MOT's student performance standard will be that we maintain our overall Meets or Exceeds rating.

MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level.

NWEA assessments provide specific feedback on student progress on state content standards: ELA, Mathematics and Next Generation Science Standards.

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**Financial Performance Expectations**

*MOT Charter School’s overall financial rating is TBD (“Meets” is expected based upon preliminary review) \_\_\_\_\_. By September 2024, 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.*

**Organizational Performance Expectations**

*MOT Charter School’s overall organizational rating is Meets \_\_\_\_\_. By September 2024, 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.*

**IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.**

**[NAME OF SCHOOL]**

**DELAWARE DEPARTMENT OF EDUCATION**

**BY: \_\_\_\_\_**

**BY: \_\_\_\_\_**

**President**

**Secretary of Education**

**Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.**

**References:**

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

<sup>2</sup>Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

**Renewal Application - September 30, 2020 :: Financial Performance  
Supplement**

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	AS	M	M	Meets Standard

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” overall rating for 2018-2019. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of</li> </ul>
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	<p>Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</p> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> <li>• Board level Finance &amp; Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.</li> </ul>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School received a “meets standard” overall rating for 2017-2018. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and</li> </ul>
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	<p>ask probing questions.</p> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> <li>• Board level Finance &amp; Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.</li> </ul>
<p><b>School Comments 2016-2017</b></p>	<p>MOT Charter School received a “meets standard” in all but one section of the Financial Performance Framework, resulting in a “meets standard” overall rating for 2016-2017. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> </ul>



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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	See above
<b>School Comments 2017-2018</b>	See above
<b>School Comments 2016-2017</b>	See above

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

School Comments  
2018-2019

**1. NEAR TERM INDICATORS**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

<b>2018-2019</b>
<b>94%</b>

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:**

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2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

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**School Comments  
2017-2018**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2017-2018
94%

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:**

2017-2018 was our first year enrolling students in grades K-12, and as such we continue to feel the effects of the challenge of building a high school from the ground up. We have met our target enrollment for 9<sup>th</sup> grade, and have every reason to expect to continue to do so in the future. We have taken significant steps this year to ensure that students who choose to attend the high school have the support and structures in place to succeed and thrive. By focusing on reenrollment trends at the high school level, we will be able to ensure continued growth and foresee no problems filling our high school in the next few years.

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2017-2018
1 YR: -2.95%
3 YR: 1.93%

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:**

MOT's 2017-2018 1 YR Total Margin is negative due to the fact that we used prior years' surplus funds to pay \$489,558.01 in principal to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. By using these funds to pre-pay this loan we save future interest payments and free up operating funds over the next three years. If we add the above non-operational amount back into our net income for the year, the adjusted total margin becomes .46% (\$65,450/\$14,376,812), making both our 1 YR and 3 YR Total Margins positive, which would result in a rating of *Meets Standard*.

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2017-2018

0.72

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

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MOT's 2017-2018 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$489,558.01 in principal paid to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. We made the decision to use prior years' surplus funds to pre-pay this loan in order to save future interest payments and free up operating funds over the next three years. If we remove this non-operational expense, our net income for the year would be \$65,450 (-\$424,108 + \$478,558.01) and the actual principal and interest amount for the 2017-2018 Principal and Interest calculation would be \$1,113,254 (\$1,602,812 - \$489,558.01), which would make the accurate Debt Service Coverage Ratio 1.47, which *Meets Standard*.

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**School Comments  
2016-2017**

**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

**2016-2017**

**0.11**

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

MOT's 2016-2017 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$15,971,963 in principal paid to convert the financing for our high school campus from a construction loan to a permanent loan. This one-time principal payment is offset by the one-time receipt of the proceeds of the permanent financing. The actual principal amount that should have been used in the 2016-2017 Principal and Interest calculation is \$598,513, (principal and interest payments for the year minus the amount of principal paid to convert from construction to permanent financing). This would make the accurate Debt Service Coverage Ratio 2.93, which *Meets Standard*.

**a. Describe the school's Financial performance over the current charter term (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.)**

N/A

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

While MOT's financial practices and financial outcomes have been consistently sound, we are always looking for ways to improve. Recently we have focused on cross-training and segregation of duties within the business office and human resource functions to help ensure that we have an adequate system of checks and balances.

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

For 2019-2020 MOT received a rating of "Approaching Standard" for measure 2c, cash flow. This measures track 2 different data points (1 YR and 3 YR trends) and we received what would be considered a "meets" rating for 1 data point (3 YR) and an "approaching" rating for the other (1 YR).

Our negative 1 YR cash flow was due to the fact that we spent \$540,035 in capital improvement project funds to improve and expand the athletic fields at our high school campus and to modify the 2<sup>nd</sup> grade classrooms at our K8 Academy campus. The Board of Directors approved using prior year

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reserve funds to complete these non-operational capital improvements, resulting in a 1 YR cash flow of <\$81,163>. Unfortunately, while these one-time non-operational expenses are included in our expenses for the year, the transfer of funds from our reserves is not included in our revenue for the year, resulting in a 1 YR negative cash flow.

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## Performance Agreement

### Financial Performance Expectations

MOT Charter School's overall financial rating is meets. In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### School Comments 2018-2019

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2017-2018

For the 2017-2018 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
Not Applicable.

<b>School Comments 2018-2019</b>	N/A
--------------------------------------	-----

<b>School Comments 2017-2018</b>	N/A
--------------------------------------	-----

<b>School Comments 2016-2017</b>	N/A
--------------------------------------	-----

**d. Discuss the school’s financial performance based on its approved Performance Agreement.**

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MOT Charter School consistently receives an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

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

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N/A

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**f. As appendices, please provide the following documents:**

**Appendix 11** Summary of Findings from Independent Audits (if applicable)

**Appendix 12** Final Fiscal Year 2020 Revenue & Expenditure Budget Report in the prescribed Department format

**Appendix 13** Approved preliminary Fiscal Year 2021 Budget in the prescribed Department format

**Appendix 14** Fiscal Year 2020 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

**Appendix 15** A list of all settlements (if applicable).

(Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)



**Appendix 1 - Data Source for Mission-Specific Goal(s)**

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain high academic standards with a focus on 21<sup>st</sup> century skills, utilize diverse and student-centered teaching strategies, and develop high levels of student and parent engagement. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the SEssentials survey. To measure high academic standards with a focus on 21<sup>st</sup> century skills, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure diverse and student-centered teaching strategies, we will review data from the 5 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure high levels of student and parent engagement, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to meet the standard of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be approaching the standard. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered far below the standard.

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				
Staff Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	<p><b>Meets Standard:</b> Average score of 60 or greater in all three assessment categories</p> <p><b>Approaching Standard:</b> Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p><b>Far Below Standard:</b> Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	Internal Surveys	Anonymous surveys conducted electronically.	1a1

MOT Charter School mission specific goal performance analysis for the 2018-2019 academic year. We created our mission specific goals as an outgrowth of our overall school mission and philosophy, and designed them to be assessed using data gathered in the 5Essentials survey that was conducted by the state of Delaware during the spring of 2016. Unfortunately, the state chose not to conduct the survey during the spring of 2016. In order to successfully gather the data required to gauge our success as defined in our mission specific goals, we incorporated the ideas behind the relevant questions from the 5Essentials survey into an internally created and conducted teacher, student, and parent surveys. For each of the three areas under study, **high academic standards with a focus on 21<sup>st</sup> century skills (6 total subcategories)**, **diverse and student-centered teaching strategies (7 total subcategories)**, and **high levels of student and parent engagement (4 total subcategories)**, we chose specific survey questions that best captured the goal behind each subcategory. The percent of responses that indicated “agree” or “strongly agree” with the question was determined to be the “score” for that subcategory. Subcategory responses were then averaged to create an overall score for each of the three areas under study. For the 2019-2020 academic year, MOT Charter School Meets Standard for its mission specific goals. In each of the three areas under study, **high academic standards with a focus on 21<sup>st</sup> century skills (88.39%)**, **diverse and student-centered teaching strategies (85.18%)**, and **high levels of student and parent engagement (82.30%)**, scores exceeded the 60% threshold.

A detailed breakdown of survey results is below, providing scores for each subcategory and an overall category average. The headings for the subcategories are tied directly back to the original 5Essentials survey. Attached please also find an excel file of the complete responses for each question used in the analysis.

#### Mission-specific goal setting

- I. High Academic Standards with a focus on 21<sup>st</sup> Century Skills – **88.39%** (average of all 6 subcategories)
  - a. Ambitious Instruction
    - i. English instruction **77.11%** (teacher survey Q7.1: 78.95%; 4-8 student survey Q2.5: 57.43%; HS student survey Q2.5: 94.96%)
    - ii. Math instruction **92.05%** (4-8 student survey Q3.4: 88.52%; HS student survey Q3.4: 95.57%)
    - iii. Academic press **90.07%** (4-8 student survey Q6.8: 97.98%; HS student survey Q6.8: 82.15%)
    - iv. Quality of student discussion **89.47%** (teacher survey question 7.3: 89.47%)
    - b. Classroom rigor **97.21%** (4-8 student survey Q7.91: 97.98%; HS student survey Q7.9: 96.43%)
    - c. Inquiry-based science instruction **84.43%** (4-8 student survey Q4.2: 85.82%; HS student survey Q4.4: 83.04%)
  - II. Diverse & Student-centered Teaching Strategies – **85.18%** (average of all 7 subcategories)
    - a. Collaborative teachers
      - i. Collaborative practices **88.13%** (teacher survey question 10.3: 88.13%)
      - ii. Collective responsibility **88.14%** (teacher survey question 4.6: 88.14%)
      - iii. Quality professional development **79.66%** (teacher survey question 2.2: 79.66%)
      - iv. School commitment **67.79%** (teacher survey question 4.4: 67.79%)
      - v. Teacher-teacher trust **94.91%** (teacher survey question 6.1: 94.91%)
      - b. Innovation **96.61%** (teacher survey question 9.1: 96.61%)
      - c. Reflective dialog **81.04%** (teacher survey question 10.4: 81.04%)
    - III. High Levels of Student & Parent Engagement – **82.30%** (average of all 4 subcategories)
      - a. Involved families
        - i. Teacher-parent trust **93.59%** (K5 parent survey Q5: 94.33%; MS parent survey Q5: 94.12%; HS parent survey Q5: 92.31%)
        - ii. Parent involvement in school **74.51%** (K5 parent survey Q8.4: 94.34%; MS parent survey Q8.4: 91.18%; HS parent survey Q8.4: 65.38%)
        - iii. Parent influence on decision making in **80.12%** (K5 parent survey Q7.4: 84.91%; MS parent survey Q7.4: 82.36%; HS parent survey Q7.4: 73.08%)
      - b. Academic engagement **80.98%** (4-8 student survey Q6.3: 87.84%; HS student survey Q6.3: 74.11%)

Student Survey - Grades 4-8

Relates to Mission Specific Goal Setting Question: Question

Students report doing the following in Language Arts class (Reading and Writing):

1.a.i	2.5	Use text evidence to support their answers. Students report that they do the following in Math class:	never 0.00%	0	once or twice a semester 4.03%	6	once or twice a month 6.80%	10	once or twice a week 29.23%	43	almost every day 59.86%	88	Total 147	Weighted Average 4.45
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1.a.ii	3.4	Discuss possible solutions to problems with other students. Students report doing the following in Science class:	never 1.35%	2	once or twice a semester 2.70%	4	once or twice a month 7.43%	11	once or twice a week 33.11%	49	almost every day 55.41%	82	Total 148	Weighted Average 4.39
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1.c	4.2	Use evidence/data to support an argument or idea. Out of these four subjects, which do you have first in the school week?	never 0.00%	0	once or twice a semester 2.03%	3	once or twice a month 12.16%	18	once or twice a week 35.14%	52	almost every day 50.68%	75	Total 148	Weighted Average 4.34
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Answer Choices

Math	72
Science	48.65%
Social Studies	16.22%
Language Arts (Reading and Writing)	24
Answer these questions about the subject area you selected in question 5.	20.27%
	30
	14.86%
	22

1.b.i	7.91	The teacher expects everyone to work hard.	never 0.00%	0	once in a while 2.03%	3	most of the time 12.84%	19	all the time 85.14%	126	Total 148	Weighted Average 3.83
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Student Survey - High School

Relates to Mission Specific Goal Setting Question: Question

Students report doing the following in Language Arts class (Reading and Writing):

1.a.i	2.5	Use text evidence to support answers. Students report that they do the following in Math class:	never 0.00%	0	once or twice a semester 0.00%	0	once or twice a month 5.31%	6	once or twice a week 24.78%	28	almost every day 69.91%	79	Total 113	Weighted Average 4.55
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1.a.ii	3.4	Discuss possible solutions to problems with other students. Students report doing the following in Science class:	never 0.00%	0	once or twice a semester 0.88%	1	once or twice a month 3.54%	4	once or twice a week 6.19%	7	almost every day 89.38%	101	Total 113	Weighted Average 4.94
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1.c	4.4	Use evidence/data to support an argument or hypothesis. Which of these subjects do you have first in the school week?	never 1.79%	2	once or twice a semester 15.18%	17	once or twice a month 33.93%	38	once or twice a week 31.25%	35	almost every day 17.86%	20	Total 112	Weighted Average 3.48
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Answer Choices

Math	28
Responses	25.00%

Science  
 Social Studies  
 Language Arts (Reading and Writing)  
 Answer these questions about the subject area  
 you selected in question 5.

24.11% 27  
 18.75% 21  
 32.14% 36

The topics we are studying are interesting and challenging.  
 I work hard to do my best in this class.  
 The teacher doesn't let students give up when work gets hard.  
 Answer these questions about the subject area selection in question 5.

strongly disagree	disagree	agree	strongly agree	Total	Weighted Average
7.14%	18.75%	55.36%	18.75%	112	2.86
1.79%	3.57%	39.29%	55.36%	112	3.48
0.89%	16.56%	45.54%	36.61%	112	3.18

1.b 7.9 The teacher expects everyone to work hard.

never	once in awhile	most of the time	all the time	Total	Weighted Average
0.89%	2.68%	31.25%	65.18%	112	3.61

Parent Survey - Grades K-5

Relates to Mission Specific  
 Goal Setting Question:

Question

III.a.i Overall, how satisfied are you with the education 5 your child/children is receiving at this school?

Answer Choices

Very dissatisfied  
 Somewhat dissatisfied  
 Somewhat satisfied  
 Very satisfied

To what extent do you feel:

Responses	Count
Very dissatisfied	2
Somewhat dissatisfied	1
Somewhat satisfied	11
Very satisfied	39

III.a.iii d) That you are an important part of improving the 7.4 school?  
 How often do you do the following?

Not at all	A little	Some	To a great extent	Total	Weighted Average
1.89%	13.21%	32.08%	52.83%	53	3.36

Parent Survey - Grades 6-8

Relates to Mission Specific  
 Goal Setting Question:

Question

III.a.i Overall, how satisfied are you with the education 5 your child/children is receiving at this school?

Answer Choices

Very dissatisfied  
 Somewhat dissatisfied  
 Somewhat satisfied  
 Very satisfied

To what extent do you feel:

Responses	Count
Very dissatisfied	2
Somewhat dissatisfied	0
Somewhat satisfied	6
Very satisfied	26

III.a.iii d) That you are an important part of improving the 7.4 school?  
 How often do you do the following?

Not at all	A little	Some	To a great extent	Total	Weighted Average
2.94%	14.71%	38.24%	44.12%	34	3.24

Parent Survey - Grades 9-12

8.4 d) Attend scheduled school events/performances.

Never	Rarely	Occasionally	Usually	Always	Not applicable	Total
0.00%	0.00%	8.82%	44.12%	47.06%	0	34



Relates to Mission Specific Goal Setting Question: Question

II.a.i

Overall, how satisfied are you with the education your child/children is receiving at this school?

Answer Choices	Responses
Very dissatisfied	7.69%
Somewhat dissatisfied	3.85%
Somewhat satisfied	42.31%
Very satisfied	50.00%

Response	Count	Percentage	Total	Weighted Average
Very dissatisfied	2	7.69%	26	2.81
Somewhat dissatisfied	1	3.85%	26	2.81
Somewhat satisfied	11	42.31%	26	2.81
Very satisfied	13	50.00%	26	2.81

II.a.ii

d) That you are an important part of improving the 7.4 school? How often do you do the following?

Response	Count	Percentage	Total	Weighted Average
Not at all	3	11.54%	26	2.81
A little	4	15.38%	26	2.81
Some	14	53.85%	26	2.81
To a great extent	5	19.23%	26	2.81

II.a.ii

8.4 d) Attend scheduled school events/ performances.

Response	Count	Percentage	Total	Weighted Average
Never	1	3.85%	26	2.81
Rarely	3	11.54%	26	2.81
Occasionally	5	19.23%	26	2.81
Usually	12	46.15%	26	2.81
Always	5	19.23%	26	2.81

Teacher Survey

Relates to Mission Specific Goal Setting Question: Survey Question

2 Teachers report that professional development this year has:

II.a.iii

Been sustained and coherently focused, rather than short-term and unrelated.

Response	Count	Percentage	Total	Weighted Average
Strongly Disagree	2	3.39%	59	2.86
Disagree	10	16.95%	59	2.86
Agree	41	69.49%	59	2.86
Strongly Agree	6	10.17%	59	2.86

II.a.iv

4 Teachers report that other teachers in the school:

Response	Count	Percentage	Total	Weighted Average
None	0	0.00%	59	2.86
Some	4	6.78%	59	2.86
About Half	15	25.42%	59	2.86
Most	29	49.15%	59	2.86
Nearly All	11	18.64%	59	2.86

II.a.v

5 Teachers report the following: Teachers in this school trust each other.

Response	Count	Percentage	Total	Weighted Average
Not At All	0	0.00%	59	3.44
A little	3	5.08%	59	3.44
Some	27	45.76%	59	3.44
To a Great Extent	29	49.15%	59	3.44

II.a.vi

7 Teachers report the following about classroom discussions:

Response	Count	Percentage	Total	Weighted Average
Never	2	3.51%	57	2.89
Once in a while	10	17.54%	57	2.89
Most of the time	37	64.91%	57	2.89
All of the time	8	14.04%	57	2.89

II.a.vii

9 Teachers report that: Students use data and text references to support ideas. Students build on each other's ideas during discussion.

Response	Count	Percentage	Total	Weighted Average
Strongly Disagree	0	0.00%	57	3.07
Disagree	6	10.53%	57	3.07
Agree	41	71.93%	57	3.07
Strongly Agree	10	17.54%	57	3.07

II.b

9.1 In this school, teachers are continually learning and seeking new ideas.

Response	Count	Percentage	Total	Weighted Average
Strongly Disagree	0	0.00%	59	3.39
Disagree	2	3.39%	59	3.39
Agree	32	54.24%	59	3.39
Strongly Agree	25	42.37%	59	3.39

II.a.i

10 Teachers report that: Teachers discuss the managing of classroom behavior.

Response	Count	Percentage	Total	Weighted Average
less than once a month	1	1.69%	59	3.42
2-3 times per month	6	10.17%	59	3.42
1 or 2 times per week	19	32.20%	59	3.42
almost daily	33	55.93%	59	3.42

112

10.4 Teachers discuss what helps students learn best.

3.45%

2

15.52%

9

44.83%

26

36.21%

21

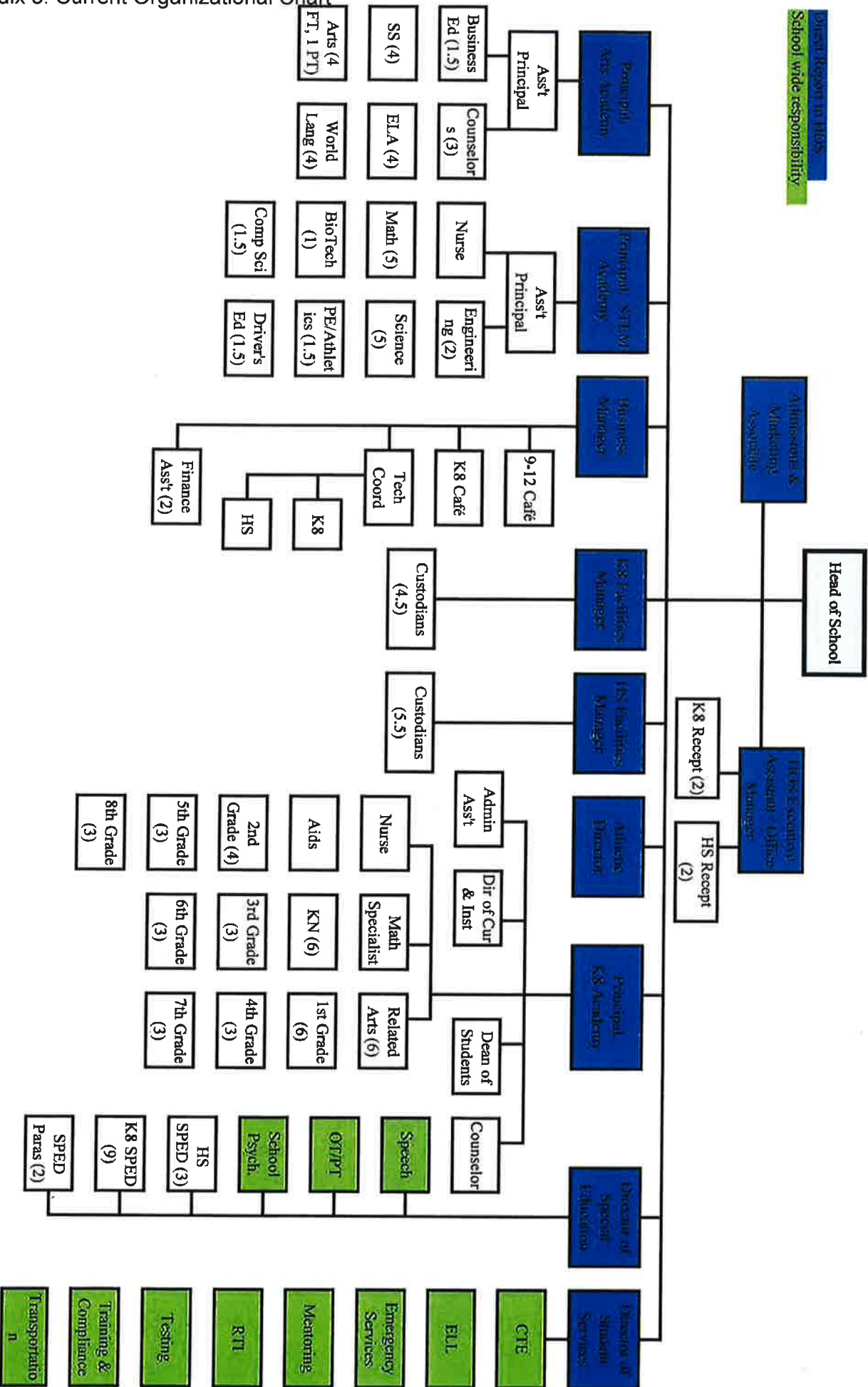
58

314

## **Appendix 3 - Current Organizational Chart**



MOT Charter School  
2020-2021 Organizational Chart



## **Appendix 4 - Board Governance Training Certificates/Documents**

# Appendix 4: Board Governance Training Certificates

**Name:** Mirsad q Allkhan  
**Employee ID:** MOT Charter School, MOT Charter School  
**Sites:** MOT Charter School, MOT Charter School  
**Demographics:** Other  
 Other: No current position  
**Print Date:** 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1		Department of Education	263729	52407	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	11/27/2019	307243885	Completed	Complete	2.0 Hours Re-litensure	\$0.00	- Not Set -	- Not S
2		Department of Education	28301	51553	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	45132852	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
3		Department of Education	28302	51554	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	24826292	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
4		Department of Education	28303	51555	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	415817292	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
<b>Total:</b>															
Hours	Re-litensure														
2.0	District Credit (i.e. PIP)														
	Cluster														
0.0	Hours Only														
	Historical														

Name: Richard Carroll  
 Employee ID:  
 Sites: MOT Charter School, MOT Charter School  
 Demographics: Other  
 Other: No current position  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	12/02/2019	<a href="#">89855671</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not S
2		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	09/25/2019	<a href="#">92419698</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
3		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	09/24/2019	<a href="#">53462258</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
4		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	09/24/2019	<a href="#">49054875</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
Total:															
Hours															
2.0 Re-licensure															
District Credit (e. PIP)															
Cluster															
0.0 Hours Only															
Historical															

Name: Linda Jennings  
 Employee ID:  
 Sites: MOT Charter School, MOT Charter School  
 Demographics: Other  
 Other: No current position  
 Print Date: 09/26/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Course
1.		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	08/29/2019	<a href="#">2957468Z</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not Set
2.		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	09/05/2019	<a href="#">989887Z</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not Set
3.		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	09/05/2019	<a href="#">9017184Q</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not Set
<b>Total:</b>															
	Hours														
	Re-Licensure														
	Distinct Credit (i.e. PIP)														
	Cluster														
	0.0 Hours Only														
	Historical														



# Certificate of Completion

*Lilian K Latam*

**Financial Responsibility Training for Charter School Board and Charter  
School Citizen Budget Oversight Committee Members**

September 27, 2020

A handwritten signature in black ink, appearing to read "Brook A. Hughes".

Brook A. Hughes, Education Associate  
Delaware Department of Education

**Name:** Travis Piser  
**Employee ID:** MOT Charter School, MOT Charter School  
**Sites:** Classroom Teacher  
**Demographics:** Classroom Teacher, Secondary, Integrated Science  
**Print Date:** 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1.		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	09/31/2020	11/27/2019	<a href="#">73896498</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not S
2.		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	<a href="#">96255399</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
3.		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	<a href="#">55490696</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
4.		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	<a href="#">84095247</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
<b>Total</b>															
Hours															
2.0 Re-licensure															
District Credit (e. PIP)															
Cluster															
0.0 Hours Only															
Historical															

Name: Louis Savino  
 Employee ID:  
 Sites: MOT Charter School, MOT Charter School  
 Demographics: Other: No current position  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1.		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	12/16/2019	<a href="#">Z345154</a>	Completed	Complete	2.0 Hours Relicensure	\$0.00	* Not Set *	* Not S
2.		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	<a href="#">1995432</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not S
3.		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	<a href="#">61038548</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not S
4.		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	<a href="#">Z2609519</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not S
<b>Total:</b>															
Hours															
2.0 Relicensure															
District Credit (i.e. PIP)															
Cluster															
0.0 Hours Only															
Historical															



Name: Steven Stallone  
 Employee ID: MOT Charter School, MOT Charter School  
 Sites: MOT Charter School, MOT Charter School  
 Demographics: Other: No current position  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	11/27/2019	<a href="#">40093762</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not S
2		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	<a href="#">22127756</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
3		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	<a href="#">21846571</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
4		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	<a href="#">37332378</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
<b>Total:</b>															
Hours															
2.0 Re-licensure															
District Credit (i.e. PIP)															
Cluster															
0.0 Hours Only															
Historical															

Name: Samuel Sultman

Employee ID:

Sites: MOT Charter School, MOT Charter School

Demographics: Other  
Other: No current position

Print Date: 09/26/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Course Rating
1.		Department of Education	263179	52917	Financial Responsibility Training - Charter Board and Curriculum Budget Oversight Committee Members	09/13/2019	08/31/2020	11/27/2019	41MS8574	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not Set -
2.		Department of Education	283101	51553	Charter School Board Governance Training Session 1	06/26/2019	06/30/2024	10/21/2019	32995614	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not Set -
3.		Department of Education	283102	51554	Charter School Board Governance Training Session 2	06/26/2019	06/30/2024	10/21/2019	30521020	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not Set -
4.		Department of Education	283103	51555	Charter School Board Governance Training Session 3	06/26/2019	06/30/2024	10/21/2019	43026864	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not Set -
<b>Total</b>															
	Hours														
	2.0	Re-licensure													
		Detroit Credit (ie PTP)													
		Cluster													
	0.0	Hours Only													
		Historical													

Name: Jennifer Huibert-Taylor  
 Employee ID: MOT Charter School, MOT Charter School  
 Sites: Classroom Teacher, Classroom Teacher  
 Demographics: Classroom Teacher, Teacher, Middle, English, Comprehensive  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1.		Department of Education	<a href="#">26379</a>	<a href="#">52402</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	11/27/2019	<a href="#">29250484</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Nor Set -	- Nor S
2		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	<a href="#">79874520</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Nor Set -	- Nor S
3		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	<a href="#">37308585</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Nor Set -	- Nor S
4		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	<a href="#">61728742</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Nor Set -	- Nor S
<b>Total:</b>															
	Hours														
	2.0	Re-licensure													
		District Credit (i.e. PIP)													
		Cluster													
	0.0	Hours Only													
		Historical													

Name: Edward Southworth  
 Employee ID: MOT Charter School, MOT Charter School  
 Sites: Administrative: Principal, Elementary  
 Demographics: Administrative: Principal, Elementary  
 Print Date: 09/28/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1.		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	09/25/2019	<a href="#">28390657</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not 5
2.		DOE Student Support (Non-Academic Tng)	<a href="#">26530</a>	<a href="#">52016</a>	NAM/CSP: Suicide Prevention Training (SPTS)	07/01/2019	06/30/2020	09/16/2019	<a href="#">8239494</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not 5
3.		DOE Student Support (Non-Academic Tng)	<a href="#">28392</a>	<a href="#">52023</a>	NAM/C-CA: Trauma, Toxic Stress & Impact on Student Learning	07/01/2019	06/30/2020	09/24/2019	<a href="#">7336825</a>	Completed	Complete	1.0 Hours Re-licensure	\$0.00	- Not Set -	- Not 5
4.		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	08/29/2019	<a href="#">4322724</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not 5
5.		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	09/05/2019	<a href="#">36381536</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not 5
6.		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	09/05/2019	<a href="#">85464856</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not 5
Total:															
Hours															
5.0 Re-licensure															
District Credit (i.e. PIP)															
Cluster															
0.0 Hours Only															
Historical															



# Certificate of Completion

*Dave Watlington*

**Financial Responsibility Training for Charter School Board and Charter  
School Citizen Budget Oversight Committee Members**

November 21, 2013

A handwritten signature in black ink, appearing to read "Brook A. Hughes".

Brook A. Hughes, Education Associate  
Delaware Department of Education



# **Certificate of Completion**

*Dave Watlington*

**Charter Board Governance Training**

**Session 1: Governance Standards**

September 29, 2020

---

John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



# Certificate of Completion

*Dave Watlington*

**Charter School Board Governance Training  
Session 2: School Leader Evaluation**

September 29, 2020

---

*John Carwell, Jr.*  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



# Certificate of Completion

*Dave Watlington*

**Charter School Board Governance Training  
Session 3: The Board's Role in Academic Oversight**

September 29, 2020

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*John Carwell, Jr.*  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



## **Appendix 5 - Board Member and School Leader Succession Plans**

## **Appendix 5: Board Member and Leadership Succession Plans**

### **Board Executive Committee (Governance Succession)**

Jennifer Taylor – Chair

Lou Savino – Vice-Chair

Dave Watlington – Treasurer

Sam Sullivan - Secretary

### **Board Members**

The MOT Charter School Board of Directors currently has 10 members; term expiry information is below:

#### **Founding**

Linda Jennings – November 2021

Jennifer Taylor – November 2021

#### **Community**

Richard Carroll – November 2021

Steven Stallone – November 2020

Lilian Latan – July 2023

#### **Parent**

Sam Sullivan – November 2020

Dave Watlington – November 2020

Lou Savino – November 2020

Mir Sadiq Ali Khan – November 2020

#### **Teacher (one-year term)**

Travis Piser – November 2020

## **K12 Senior Leadership Team (Leadership Succession)**

### *Operational Leadership*

Head of School: Ned Southworth

Business Manager: Meryl Hewett

Director of Student Services: Mitch Weiss

### *Academic Leadership*

Head of School: Ned Southworth

HS Principal, Academy of the Arts: Faye Schilling

HS Principal, Academy of Science & Technology: John Scali

K8 Academy Principal: Terry Howarth

K8 Academy Director of Curriculum & Instruction: Shana Noll

## **Building-Level Leadership Teams**

K8 Academy Principal: Terry Howarth

K8 Academy Director of Curriculum & Instruction: Shana Noll

K8 Dean of Students: Mark Moore

K8 School Counselor: Shyra Jackson

HS Principal, Academy of the Arts: Faye Schilling

HS Principal, Academy of Science & Technology: John Scali

HS Assistant Principals: Taylor Beal, Eric Walter

HS Counselors: Gloria Boots, Kandis Lebron, Andrea Scali

## **Appendix 6 - Current Board Bylaws**

**CERTIFICATE OF INCORPORATION**  
**OF**  
**MOT CHARTER SCHOOL, INC.**

1. The name of the corporation is MOT Charter School, Inc. hereinafter referred to as the "Corporation."
2. The address of the registered office of the Corporation in the State of Delaware is located at 7 Du Pont Highway, St. Georges, County of New Castle, Delaware 19733. The registered agent of the Corporation at that address is the Corporation itself.
3. The purpose or purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code or corresponding provision of subsequent law. Without limitation to the foregoing, the Corporation is a nonprofit organization formed for the exclusively charitable purpose of educating children in the State of Delaware.
4. The term for which the Corporation is to exist is perpetual.
5. The Corporation shall be a membership corporation and shall have no authority to issue capital stock.
6. The number, qualifications, rights and limitations of members shall be as set forth in the bylaws of the Corporation.
7. The Corporation does not contemplate pecuniary benefit or gain incidental or otherwise.

8. The Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status (i) as a corporation which is exempt from Federal income taxation, as an organization of the type described in Section 501(c)(3) of the Internal Revenue Code, or in the corresponding provision of any subsequent law, or (ii) as a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code, or under the corresponding provision of any subsequent law.

9. No part of the net earnings of the Corporation shall inure to the benefit of or will be distributable to its directors, officers, members or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the corporate purposes.

10. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as may be permitted under Section 501(h) of the Code, or under the corresponding provision of any subsequent law); nor shall the Corporation participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of or in opposition to any candidate for public office.

11. In furtherance of the purposes set forth in Article 3 above, the Corporation shall have all the powers created by law, so long as they are consistent with the requirements of Section 501(c)(3) of the Code, including, but not limited to, the power to accept gifts, grants, devises, bequests of funds, or any other property from any public or governmental bodies and any private persons who shall include, but not be limited to, private and public foundations, corporations and individuals.

12. The business and affairs of the Corporation shall be managed by or under the direction of the board of directors in the manner prescribed in the bylaws of the Corporation. The number of members of the board of directors shall be set forth in the bylaws of the Corporation.

13. The Corporation shall indemnify the directors and officers of the Corporation to the fullest extent permitted by law.

14. The directors of the Corporation shall incur no personal liability to the Corporation or its members for monetary damages for any breach of fiduciary duty as a director; provided, however, that the directors of the Corporation shall continue to be subject to liability (i) for any breach of their duty of loyalty to the Corporation or its members, (ii) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law, or (iii) for any transaction from which the directors derived an improper benefit. In addition, the personal liability of directors shall further be limited or eliminated to the fullest extent permitted by any future amendments to Delaware law.

15. Pursuant to Section 141 of the General Corporation Law, no provision of Section 141 of the General Corporation Law shall apply to the Corporation if any such provision is inconsistent with any provision of the bylaws of the Corporation.

16. Upon the liquidation, dissolution or winding up of the Corporation, whether voluntary or involuntary, the assets of the Corporation remaining after the liabilities of the Corporation have been discharged or provided for, shall be transferred to such organization or organizations organized and operated exclusively for such purposes as are consistent with the Corporation's purposes and which are qualified as an exempt organization or organizations under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent law, as the Board of Directors shall determine.

17. The Corporation reserves the right to amend or repeal any provision contained in this Certificate of Incorporation in the manner now or hereinafter prescribed by the laws of the State of Delaware. All rights herein conferred are granted subject to this reservation.

18. The name and address of the Incorporator is Frances Gauthier, c/o Duane, Morris and Heckscher LLP, 1201 North Market Street, Suite 1500, Wilmington, Delaware 19801.

19. The powers of the Incorporator shall terminate upon the election of directors.

I, THE UNDERSIGNED, being the Incorporator, for the purpose of forming a corporation under the laws of the State of Delaware do make, file and record this Certificate of Incorporation, and, accordingly, have hereunto set my hand and seal this 30th day of December, 1999.

Frances Gauthier (SEAL)  
Frances Gauthier



STATE OF DELAWARE  
CERTIFICATE OF CHANGE  
OF REGISTERED AGENT AND/OR  
REGISTERED OFFICE

The Board of Directors of <sup>MOT</sup>  
~~M.O.T.~~ Charter School, Inc.,  
a Corporation of Delaware, on this 31<sup>st</sup> day of  
October, A.D. 2002, do hereby resolve and order that the  
location of the Registered Office of this Corporation within this State be, and the  
same hereby is 1156 Levels Road  
Street, in the City of Middletown,  
County of New Castle Zip Code 19709

The name of the Registered Agent therein and in charge thereof upon whom  
process against this Corporation may be served, is <sup>MOT</sup>  
~~M.O.T.~~ Charter School, Inc.,  
1156 Levels Rd, Middletown DE 19709

<sup>MOT</sup>  
~~M.O.T.~~ Charter School, Inc. a Corporation of Delaware,  
does hereby certify that the foregoing is a true copy of a resolution adopted by the  
Board of Directors at a meeting held as herein stated.

IN WITNESS WHEREOF, said Corporation has caused this certificate to be  
signed by an authorized officer, the 12<sup>th</sup> day of October  
A.D., 2002

By:   
Authorized Officer

Name: Linda Jennings  
Print or Type

Title: Asst. Treas.

**BYLAWS  
OF  
MOT CHARTER SCHOOL, INC.**

A not-for-profit corporation  
Amended and adopted as of April 7, 2002

**ARTICLE I – POWERS AND FUNCTIONS OF DIRECTORS**

Subject to limitation imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property and business of this corporation (the "Corporation"). The members of the Corporation (the "Members") shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- i. Adopting the bylaws of the Corporation;
- ii. Determining the general policies and strategic planning of the Corporation;
- iii. Establishing the annual budget and approving major expenditures;
- iv. Selecting projects and approving the overall budget of said projects;
- v. Approving the administrative budget of the Corporation;
- vi. Approving the annual financial statement of the Corporation; and
- vii. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

**ARTICLE II – MEETING OF THE BOARD**

Section 1. Compliance with Delaware Code.

The Board shall conduct its meeting within the State of Delaware as if it were a "public body" as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the "Act"), including provisions relating to the open meetings requirements of the Act. In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its member by any method, which preserves proof of such notice.

Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of one-third of the voting directors then serving, except as may otherwise be required by law. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 3. Reliance.

A member of the Board, or of any committee thereof shall, in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonable believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

### **ARTICLE III – MEMEBERSHIP OF THE BOARD**

#### Section 1. Number.

The Board shall consist of at least 7, but no more than 12 members. The initial Board shall consist of four members. However, the number of directors constituting the Board may be reduced as a result of vacancy or increased upon the election of additional members as provided in Sections 7 and 5, respectively, of this Article III.

#### Section 1a. Classes of Directors.

The Board of Directors shall be divided into four classes.

Class I shall be the members of the founding board and their replacements.

Class II shall be members of the community-at-large elected to the Board pursuant to Sections 5 and 7 of this Article III.

Class III. Once the Charter School has opened, at least one member of the Board shall be a certified Delaware teacher employed at the school elected to the Board pursuant to Sections 5 and 7 of this Article III.

Class IV. Once the Charter School has opened, at least one member of the Board shall be a parent of a student enrolled at the school and elected to the Board pursuant to Sections 5 and 7 of this Article III.

#### Section 3. Voting Rights.

Each director shall have one vote. All directors shall be deemed to constitute a single class for voting purposes.

#### Section 4. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

#### Section 5. Election and Term.

The initial directors of the Corporation shall be selected by the Incorporator pursuant to written action. Directors shall, in their discretion, elect additional eligible directors to Classes I, II, III, and IV pursuant to an affirmative vote of a majority of all the directors of the Corporation, provided that the limit on the number of directors set forth above in Section I of this Article III shall not be exceeded.

Directors in Class I shall have initial terms of four years. Directors in Class II shall have initial terms of 3 years. After the initial term of a director in Class I or Class II shall have expired, a successor to such director shall be elected by the affirmative vote of a majority of the remaining directors whose terms have not then expired. Each successor director in Classes I and II shall be elected to serve a term of three years.

Class III Directors shall serve terms of one year. After the initial term of a director in Class I or Class II shall have expired, a successor to such director shall be elected by the affirmative vote of a majority of the remaining directors whose terms have not then expired.

Class IV Directors shall serve terms of two years. After the initial term of a director in Class I or Class II shall have expired, a successor to such director shall be elected by the affirmative vote of a majority of the remaining directors whose terms have not then expired.

Each successor director shall be elected to serve in the same class of directors as his/her predecessor.

#### Section 6. Chair of the Board.

The Board shall elect, at its original meeting and each annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the next annual meeting of the Board and until elected and qualified or until his or her earlier resignation or removal by act of the board. The Chair shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board.

#### Section 7. Vacancies.

Any vacancy on the board shall reduce the number of directors constituting the whole Board and the number of duly elected and acting directors until such time, if any, as an additional eligible director is elected pursuant to Section 5 of this Article III.

#### Section 8. Removal.

A director may be removed from the Board with or without cause by an affirmative vote of at least a majority of directors.

Section 9. Compensation.

Directors shall serve without compensation.

Section 10. Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

**ARTICLE IV – COMMITTEES OF THE BOARD**

Section 1. Establishment by Chair.

The Chair of the Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Chair may, from time to time, designate and prescribe, except as indicated in Sections 2 and 3 below. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Chair may appoint another member of the Board to act at the meeting in place of any such absent or disqualified member. The Chair may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

With out limiting the foregoing, the Chair shall initially provide for the following committees: Executive Committee and Finance Committee.

Section 2. Executive Committee.

The Executive Committee shall consist of the Chair, Vice Chairs, the Secretary, and the Treasurer. The Executive Committee shall have and may exercise all the powers and authority of the Board, except as otherwise provided by law. Without limiting the foregoing, the Executive Committee shall approve of the Corporation's administrative budget, including the compensation of any employees.

Section 3. Finance Committee.

The Finance Committee shall consist of the Chair, the Secretary, the Treasurer and two other directors to be appointed by the Chair. The Finance Committee shall be responsible for establishing an annual budget, and an administrative budget, including the compensation of any employees.

Section 4. Action.

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the

committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the committee.

#### Section 5. Procedures.

Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

### ARTICLE V – MEMBERS

#### Section 1. Annual Meeting.

An annual meeting of the Members of the Corporation shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board.

#### Section 2. Special Meetings.

Special meetings of the members of the Corporation may be held at the call of the Chair for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

#### Section 3. Compliance with Act Notice.

A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier or by telegram not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting. In addition to the provisions of the §3, all meeting of Members shall be conducted pursuant to and in compliance with the Act.

#### Section 4. Quorum.

At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation, except to the extent that a greater number of Members may otherwise be required by law. And act of the majority of Member present and voting shall be the act of the members, except as may otherwise be required by these bylaws.

#### Section 5. Waiver or Consent.

The transaction of business at any meeting of the members of the Corporation, however called and notices and wherever held, shall be as valid as though held at a meeting after

regular call and notice, if a quorum is present and it, either before or after the meeting, each of the Members not present sign a written waiver of notice or consent to the holding of the meeting or an approval of the minutes. All such waivers, consents, or approvals shall be expressed in writing and filed with the corporate records or make a part of the minutes of the meeting; provided, however, that no such action shall be valid if taken in such a way as would not comply with the Act.

## ARTICLE VI – OFFICERS

### Section 1. Officers.

The officers of the Corporation shall consist of the Chair, Vice Chair, a Secretary, a Treasurer, and such assistants to the Secretary or Treasurer, as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, Vice Chair, Treasurer, and Secretary. Any person may hold more than one office.

### Section 2. Election and Term.

The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

### Section 3. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by appointment by the Chair.

### Section 4. Chair.

The Chair shall preside at all meeting of the Board and all meeting of the members of the Corporation. The Chair shall serve as the principal executive officer of the corporation. The Chair shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

### Section 5. Vice Chair.

Each Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chairs shall perform all the duties of the Chair.

Section 6. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

Section 7. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

**ARTICLE VII – EXECUTION OF INSTRUMENTS**

Section 1. Checks, Drafts and Orders for Payment of Money.

All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by one of the following officers: The Treasurer, the Secretary or any Assistant Treasurer or Assistant Secretary.

Section 2. Contracts.

All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

**ARTICLE VIII – INDEMNIFICATION**

Section 1. Right to Indemnification.

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any motion, suit, or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact that he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation or of a partnership, joint venture, trust or enterprise or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonable incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.



## Section 2. Prepayment of Expenses.

The Corporation shall pay the expense (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment or of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

## Section 3. Claims.

If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

## Section 4. Nonexclusively of Rights.

The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Member or disinterested directors or otherwise.

## Section 5. Other Indemnifications.

The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, or employee or agent of another corporation, partnership, joint venture, trust, or other enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

## Section 6. Liability Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity; or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

## Section 7. Amendment or Repeal.

Any repeal or modification of the foregoing provisions of this Article VIII shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

#### **ARTICLE IX – CORPORATE SEAL**

The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

#### **ARTICLE X – AMENDMENT OF BYLAWS**

These bylaws may be amended, suspended or repealed by the affirmative vote of two-thirds of all Members of the Corporation at any meeting of the Members or by unanimous written consent of all Members.

#### **ARTICLE XI – GIFTS**

The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

#### **ARTICLE XII – FISCAL YEAR**

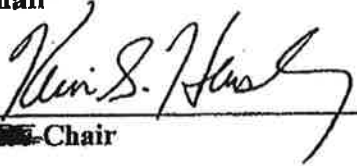
The fiscal year of the Corporation shall commence on the first day of July of each year.

**MOT Charter School  
BOARD RESOLUTION  
April 7, 2002**

**Upon proper motion and in accordance with the By-Laws of the MOT Charter School Board, the Board unanimously adopted the following resolution.**

**Resolved, that the Board hereby approves and adopts the By-Laws attached hereto, dated April 7, 2002 as amended therein, by this written consent.**

Chair

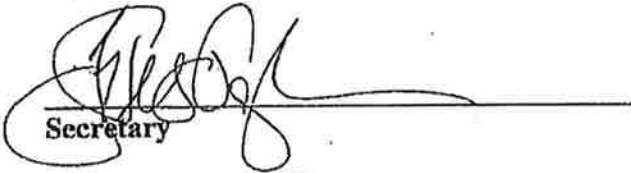


~~Chair~~

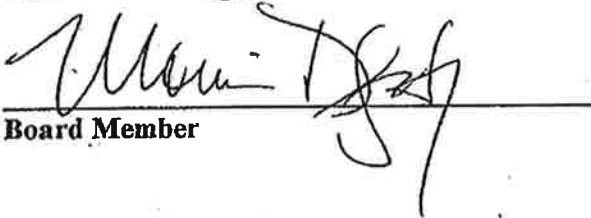
Treasurer



Secretary



Board Member







# MOT Charter School

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Middletown • Odessa • Townsend

December 9, 2010

John Carwell, Jr.  
Education Associate, Charter School Office  
Delaware Department of Education  
The Townsend Building  
401 Federal Street, Suite 2  
Dover, Delaware 19901

Dear Mr. Carwell,

Please find attached a resolution adopted by the Board of Directors of the MOT Charter School, Inc. in response to the Department of Education's Preliminary Report concerning MOT Charter School's October 2010 Application for charter renewal. This resolution amends MOT Charter School Inc.'s By Laws to satisfy 14 DE Admin Code 275.4.1.3.2.

I am available at your convenience should you have any questions or concerns regarding this submission.

Very Truly Yours,



Linda J. Jennings, Esq.  
Head of School

cc: Lou Savino, MOT Charter School Board of Directors, Chair

# **MOT Charter School, Inc.**

## **Resolution of the Board of Directors**

**December 9, 2010**

In accordance with the By Laws of the MOT Charter School Board, the Board unanimously resolved to amend the By Laws of the MOT Charter School, Inc. to incorporate the following provision to satisfy 14 DE Admin Code 275.4.1.3.2.

***“MOT Charter School, Inc.’s business is restricted to the operation of the MOT Charter School and related educational programs.”***

 (seal)  
Jolene Outten, Secretary

## **Appendix 7 - Up-to-date Certificate of Occupancy**

**NEW CASTLE COUNTY**

Department of Land Use - Licensing Division

87 Reads Way, New Castle, DE 19720

**CERTIFICATE OF OCCUPANCY**

**Effective Date:** 10/13/2015

**Permit Number:** 201409334

**Contractor:**

**Property Owner:**

GG&A (GRAYSON,GRAYSON & ASSOC)

MOT CHARTER SCHOOL INC

1050 INDUSTRIAL DRIVE, STE 110

1156 LEVELS ROAD

MIDDLETOWN, DE 19709-2802

SUITE 1410

MIDDLETOWN, DE 19709

**Parcel Number:** 1301300006

**Lot:** 1

**Property Address:** 1275 CEDAR LANE RD

**Subdivision:** MOT CHARTER HIGH SCHOOL

**Project Information:**

Applicable Code: 2006 International Building Code as amended by New Castle County

Occupancy/Use Group: E

Automatic Sprinkler System Provided.

Type of Construction: IIB

**Permission is hereby granted to occupy:**

78,238 SQ. FT. HIGH SCHOOL (MOT CHARTER)

The areas of the structure(s) listed above have been inspected for compliance with the applicable codes listed for the occupancy and the use for which the project is classified. Additionally, any special stipulations and conditions for this certificate are defined above.

This certificate of occupancy may be suspended or revoked wherever the certificate is issued in error, or on the basis of incorrect information supplied, or where it is determined that the building or structure or portion thereof is in violation of the provisions of the New Castle County Code.

**Code Official Signature**

*J. Joseph Ruberto*

# The Mayor and Council of Middletown

216 N. Broad Street – Middletown, Delaware 19709

**Kenneth L. Branner, Jr., Mayor**  
**Councilmen**  
 James L. Reynolds  
 Austin E. Waters  
 C. Alan Douglas  
 Catherine J. Kelly



**J. Morris Deputy, Town Manager**  
 302-378-9120/Fax 302-378-5672  
**Rebecca Ennis, Town Clerk**  
 302-378-2711/Fax 302-378-1167  
 Administration Offices  
 302-378-5670/Fax 302-378-5672

## Certificate of Occupancy

Electric: 1500.00  
 Water: 1500.00  
 Sewer:

Date 12/11/2001 Permit No. BP-2352-01

Applicant High Construction Address Lancaster, PA Contractor's License #  
 Permit to const school Story # of Dwelling Units

At 1156 Levels Rd., Middletown DE	Zoning District R-1B
Between tax parcel 14-006-00-003	And

Subdivision Lot Block Lot Size

Building is to be \_\_\_\_\_ ft. wide by \_\_\_\_\_ ft. long by \_\_\_\_\_ ft. in height

and shall conform in construction to type

use group \_\_\_\_\_ basement walls or foundation \_\_\_\_\_

Remarks: 54,714 sq ft one story with wood truss roof and steel stud walls sewer to be billed 6 after months of servi

Area or Volume Estimated cost: \$ 3,834,000.00 Permit fee: 19,165.0

Owner: MOT CHARTER SCHOOL Building  
 Address Department by: SUE AIKEN

<b>BUILDINGS</b> Permit No. BP-2352-01 Approved by <i>[Signature]</i> Date 6/27/02 Remarks	<b>OTHER</b> Permit No. Approved by _____ Date _____ Remarks
<b>PLUMBING</b> Permit No. BP-2352-01 Approved by <i>[Signature]</i> Date 6/27/02 Remarks	<b>OTHER</b> Permit No. Approved by _____ Date _____ Remarks
<b>ELECTRICAL</b> Permit No. BP-2352-01 Approved by <i>[Signature]</i> Date 6/20/02 Remarks	



## **Appendix 8 - Up-to-date Fire Inspection Certificate**



Appendix 8: Fire Inspection Certificate

Office of the State Fire Marshal  
Fire Protection System(s)  
Annual Certificate of Inspection



**OWNER OF THE PROPERTY**

**Name:** MOT Charter **Owner's Address:** 1275 Cedar Lane  
Middletown De 19709

**BUILDING/FACILITY**

**Name:** MOT Charter **Address of the Building** 1275 Cedar Lane  
Middletown De 19709

**TENANT / OCCUPANT**

**Name:** MOT Charter **Address:** 1275 Cedar Lane **Phone:** 302-740-0062  
Middletown De 19709 **Contact:** Al Husni

**Annual Certificate of Inspection**  **Report of a MAJOR deficiency (other than Annual Inspection)**

**DATE OF INSPECTION** 5-11-20

**FIRE PROTECTION SYSTEM INFORMATION**

**Licensed Company Name:** Anaconda Protective Concepts **License #:** FAL0252 / FSL0163

(for Water- Based systems) **Inspector's Name:** EJB **Certificate #:** WBC -2053

**SYSTEM TYPE:**

- Fire Alarm**
- Automatic Sprinkler:**
  - Wet Sprinkler*  *Dry Sprinkler*  *Pre-Action*  *Deluge*  *Water Spray*  *Other*
- Commercial Cooking**
- Special Hazard:**
  - HALON, Clean Agent, INERGEN, FM-200*  *Carbon Dioxide*  *Dry Chemical*  *Foam*  *Other*
- Standpipe:**
  - Wet Standpipe*  *Dry Standpipe*  *Other*

**SYSTEM ID:** Main Wet **SYSTEM LOCATION:** Side Sprinkler Room

**MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?**  **YES** (if so, describe below)  **NO**

**COMMENTS/DEFICIENCY DESCRIPTION**

5 Year Internal Inspection Due

*The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.*



**Office of the State Fire Marshal  
Fire Protection System(s)  
Annual Certificate of Inspection**



**OWNER OF THE PROPERTY**

Name: MOT Charter School Owner's Address: 156 Levels RdMiddletownDE19709

**BUILDINGS/ FACILITY**

Name: MOT Charter School Address of the Building: 156 Levels RdMiddletownDE19709

**TENANT / OCCUPANT**

Name: MOT Charter School Address: 156 Levels RdMiddletownDE19709 Phone: 1-302-376-5125

Contact: \_\_\_\_\_

Annual Certification of Inspection

Report of a MAJOR deficiency (other than Annual Inspection)

**DATE OF INSPECTION** 4/3/2020

FIRE PROTECTION SYSTEM INFORMATION	
Licensed Company Name:	<u>SimplexGrinnell / Johnson Controls Fire Protection LP</u> License #: <u>0036</u>
(for Water- Based system) Inspector's Name:	Certificate #:
<b>SYSTEM TYPE:</b>	
<input checked="" type="checkbox"/> Fire Alarm	
<input type="checkbox"/> Automatic Sprinkler:	
<input type="checkbox"/> Wet Sprinkler <input type="checkbox"/> Dry System <input type="checkbox"/> Pre Action <input type="checkbox"/> Deluge <input type="checkbox"/> Water Spray <input type="checkbox"/> Other	
<input type="checkbox"/> Commercial Cooking	
<input type="checkbox"/> Special Hazard:	
<input type="checkbox"/> HALON, Clean Agent, INTERGEN, FM-200 <input type="checkbox"/> Carbon Dioxide <input type="checkbox"/> Dry Chemical <input type="checkbox"/> Foam <input type="checkbox"/> Other	
<input type="checkbox"/> Standpipe:	
<input type="checkbox"/> Wet Sprinkler <input type="checkbox"/> Dry Sprinkler <input type="checkbox"/> Other	
SYSTEM ID:	<u>107-4779</u> SYSTEM LOCATION: <u>Electrical/Mechanical Rm in Multipurpose Rm</u>

**MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?**     Yes (if so, describe below)     NO

**COMMENTS/DEFICIENCY DESCRIPTION**

1. 6-Pull stations need to be re labeled in FACP (Description doesn't match locations.)
2. 5- Horn/Strobes or Strobes, need labels, no labels on devices
3. 1-Strobe--Room 16 (S4-16) has a bad strobe- flashes inconsistently- out of sync.
4. Batteries in NAC panel for voice evac - Batteries tested low/ need to be replaced (10%) (2-12V12ah)

All work completed and/or corrections made. Invoices for services rendered on file.

## **Appendix 9 - Up-to-date Insurance Certificates**



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
09/25/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Pratt Insurance, Inc. Four Village Square Smyrna, DE 19977	<b>CONTACT NAME:</b> Pratt Insurance Inc	
	<b>PHONE (A/C, No, Ext):</b> 302-653-6681	<b>FAX (A/C, No):</b> 302-653-2370
<b>E-MAIL ADDRESS:</b>		
<b>INSURER(S) AFFORDING COVERAGE</b>		<b>NAIC #</b>
<b>INSURED</b> MOT Charter School c/o Meryl Hewett 1156 Levels Road Middletown, DE 19709		
<b>INSURER A :</b> Netherland Insurance Co.		
<b>INSURER B :</b>		
<b>INSURER C :</b>		
<b>INSURER D :</b>		
<b>INSURER E :</b>		
<b>INSURER F :</b>		

**COVERAGES**      **CERTIFICATE NUMBER:**      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> _____ GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER: _____			CBP8997464	10/01/2019	10/01/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Emp Ben. \$ 1,000,000
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			BA8990165	10/01/2019	10/01/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ _____ BODILY INJURY (Per accident) \$ _____ PROPERTY DAMAGE (Per accident) \$ _____ \$ _____
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			CU8992565	10/01/2019	10/01/2020	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$ _____ PER STATUTE    OTH-ER E.L. EACH ACCIDENT \$ _____ E.L. DISEASE - EA EMPLOYEE \$ _____ E.L. DISEASE - POLICY LIMIT \$ _____
A	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N/A				
A	<b>Blnkt Bldgs/PP Special/RC</b>			CBP8997464 W/THEFT	10/01/2019	10/01/2020	LIMIT 40,976,287 DEDUCTIBLE 2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

<b>CERTIFICATE HOLDER</b>  DELAWDE  Delaware Department of Education The Townsend Bldg 401 Federal St, Ste 2 Dover, DE 19901-3639	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
--	--



**Appendix 10 - ERIP Reporting SY18/19 and SY19/20**

 Manage/Edit Locations

 Mary Ellen Greene 



 **Drills**

 **More Info!** Click on a row.



**+ Add New Drill**







- Drill Type
- [View All](#)
- Select Archive to view
- Not archived

Manage Archives 





Show  entries

Name	Type	Coordinator	Date/Time	Status
Fire Drill February 2020	Fire Drill	Erica Stiles	February 28, 2020, 9:00 am	 Complete
Severe Weather Drill/February 2020	Severe Weather Drill	Erica Stiles	February 7, 2020, 9:35 am	 Complete
January 2020 Fire Drill	Fire Drill	Erica Stiles	January 31, 2020, 2:45 pm	 Complete
2019 December Fire Drill	Fire Drill	Erica Stiles	December 18, 2019, 8:47 am	 Complete
November 2019 Fire drill	Fire Drill	Erica Stiles	November 21, 2019, 1:34 pm	 Complete
October 2019 Fire Drill	Fire Drill	Erica Stiles	October 31, 2019, 1:45 pm	 Complete



Name	Type	Coordinator	Date/Time	Status
September 2019/Fire Drill	Fire Drill	Erica Stiles	September 19, 2019, 10:00 am	<input checked="" type="checkbox"/> Complete
FIRE DRILL AUGUST 2019	Fire Drill	Erica Stiles	August 29, 2019, 2:30 pm	<input checked="" type="checkbox"/> Complete
Fire Drill May 2019	Fire Drill	Erica Stiles	May 30, 2019, 1:11 pm	<input checked="" type="checkbox"/> Complete
April 2019 Fire Drill	Fire Drill	Erica Stiles	April 30, 2019, 10:06 am	<input checked="" type="checkbox"/> Complete
March 2019 Fire Drill	Fire Drill	Erica Stiles	March 29, 2019, 8:35 am	<input checked="" type="checkbox"/> Complete
Emergency Planning Meeting and Active Shooter Tabletop	Tabletop Exercise	Ned Southworth	March 28, 2019, 3:00 pm	<input checked="" type="checkbox"/> Complete
February 2019 Fire Drill	Fire Drill	Erica Stiles	February 28, 2019, 1:20 pm	<input checked="" type="checkbox"/> Complete
Fire Drill January 2019	Fire Drill	Erica Stiles	January 29, 2019, 10:00 am	<input checked="" type="checkbox"/> Complete
December 2018 Fire Drill	Fire Drill	Erica Stiles	December 20, 2018, 2:35 pm	<input checked="" type="checkbox"/> Complete
Fire Drill November 2018	Fire Drill	Erica Stiles	November 28, 2018, 8:45 am	<input checked="" type="checkbox"/> Complete
October 2018 Fire Drill	Fire Drill	Erica Stiles	October 31, 2018, 10:04 am	<input checked="" type="checkbox"/> Complete
Lockdown/Intruder Drill	Lockdown/Intruder Drill	Mary Ellen Greene	October 4, 2018, 1:32 am	<input checked="" type="checkbox"/> Complete
Lockdown/Intruder Drill	Lockdown/Intruder Drill	Erica Stiles	October 23, 2018, 2:00 pm	<input checked="" type="checkbox"/> Complete
September 2018 Fire Drill	Fire Drill	Erica Stiles	September 28, 2018, 10:13 am	<input checked="" type="checkbox"/> Complete
August 2018 Fire Drill	Fire Drill	Erica Stiles	August 31, 2018, 9:58 am	<input checked="" type="checkbox"/> Complete
<del>June 2018 Fire Drill</del>	<del>Fire Drill</del>	<del>Erica Stiles</del>	<del>June 12, 2018, 12:00 pm</del>	<del><input checked="" type="checkbox"/> Complete</del>
<del>May 2018 Fire Drill</del>	<del>Fire Drill</del>	<del>Erica Stiles</del>	<del>May 31, 2018, 1:15 pm</del>	<del><input checked="" type="checkbox"/> Complete</del>
<del>April 2018 Fire Drill</del>	<del>Fire Drill</del>	<del>Chaima Custon</del>	<del>April 16, 2018, 1:45 pm</del>	<del><input checked="" type="checkbox"/> Complete</del>





# Drills

More Info! Click on a row.

+ Add New Drill

Drill Type  
View All  
 Select Archive to view  
Not archived

Manage Archives

Search input field

Show All entries

Name	Type	Coordinator	Date/Time	Status
K8 February 2020 Fire Drill	Fire Drill	Terry Howarth	February 3, 2020, 2:00 pm	Complete
K8 January 2020 Fire Drill	Fire Drill	Terry Howarth	January 13, 2020, 2:17 pm	Complete
K8 - Lockdown/Intruder Drill	Lockdown/Intruder Drill	Terry Howarth	December 13, 2019, 10:45 am	Complete
K8 December 2019 Fire Drill	Fire Drill	Terry Howarth	December 6, 2019, 1:45 pm	Complete
K8 November 2019 Fire Drill	Fire Drill	Terry Howarth	November 21, 2019, 10:00 am	Complete
K8 October 2019 Fire Drill	Fire Drill	Terry Howarth	October 21, 2019, 10:00 pm	Complete

Name	Type	Coordinator	Date/Time	Status
K8 September 2019 - Fire Drill	Fire Drill	Terry Howarth	September 18, 2019, 1:50 pm	<input checked="" type="checkbox"/> Complete
K8 August 2019 Fire Drill	Fire Drill	Terry Howarth	August 30, 2019, 9:30 am	<input checked="" type="checkbox"/> Complete
K8 June 2019 Fire Drill	Fire Drill	Terry Howarth	June 4, 2019, 10:00 am	<input checked="" type="checkbox"/> Complete
K8 May 2019 Fire Drill	Fire Drill	Terry Howarth	May 29, 2019, 9:30 am	<input checked="" type="checkbox"/> Complete
K8 April 2019 - Fire Drill	Fire Drill	Terry Howarth	April 30, 2019, 8:45 am	<input checked="" type="checkbox"/> Complete
K8 - Lockdown/Intruder Drill	Lockdown/Intruder Drill	Terry Howarth	April 12, 2019, 8:46 am	<input checked="" type="checkbox"/> Complete
Emergency Planning Meeting and Active Shooter Tabletop	Tabletop Exercise	Ned Southworth	March 28, 2019, 3:00 pm	<input checked="" type="checkbox"/> Complete
Severe Weather Drill	Severe Weather Drill	Terry Howarth	March 28, 2019, 8:40 am	<input checked="" type="checkbox"/> Complete
K8 March 2019 - Fire Drill	Fire Drill	Terry Howarth	March 20, 2019, 1:45 pm	<input checked="" type="checkbox"/> Complete
K8 February 2019 - Fire Drill	Fire Drill	Terry Howarth	February 5, 2019, 2:15 pm	<input checked="" type="checkbox"/> Complete
K8 January 2019 - Fire Drill	Fire Drill	Terry Howarth	January 4, 2019, 1:45 pm	<input checked="" type="checkbox"/> Complete
K8 December 2018 - Fire Drill	Fire Drill	Terry Howarth	December 3, 2018, 2:15 pm	<input checked="" type="checkbox"/> Complete
K8 November Fire Drill 2018	Fire Drill	Terry Howarth	November 14, 2018, 2:00 pm	<input checked="" type="checkbox"/> Complete
K8 October Fire Drill 2018	Fire Drill	Mary Ellen Greene	October 29, 2018, 9:40 am	<input checked="" type="checkbox"/> Complete
Lockdown/Intruder Drill	Lockdown/Intruder Drill	Mary Ellen Greene	October 4, 2018, 1:32 pm	<input checked="" type="checkbox"/> Complete
K8 September 2018 Fire Drill	Fire Drill	Terry Howarth	September 21, 2018, 9:10 am	<input checked="" type="checkbox"/> Complete
K8 August 2018 Fire Drill	Fire Drill	Terry Howarth	August 30, 2018, 9:45 am	<input checked="" type="checkbox"/> Complete

~~K8 June 2018 Fire Drill~~ ~~Fire Drill~~ ~~Terry Howarth~~ ~~June 6, 2018, 2:05 pm~~  ~~Complete~~

**Appendix 11 - Summary of Findings from Independent Audits**

## **Appendix 11: Summary of Findings from Independent Audits**

MOT Charter School has had no findings related to independently audited financial statements during the term of the renewal.

**Appendix 12 - Final Fiscal Year 2020 Revenue and Expenditure Budget  
Report**

## Appendix 12: Final FY20 Revenue and Expenditure Budget

### REVENUE BUDGET

MOT Charter School  
For the Month Ending June 30, 2020  
(Approval Pending)

	Bd Approved Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
Total State Funds	12,106,006.00	12,189,104.83	100.7%	(83,098.83)
<b>LOCAL FUNDS (Include Food Services)</b>				
	3,831,860.56	4,149,873.76	108.3%	(318,013.20)
<b>FEDERAL FUNDS (Current FY Only)</b>				
	290,453.00	331,326.18	114.1%	(40,873.18)
<b>All Funds Total</b>	<b>16,228,319.56</b>	<b>16,670,304.77</b>	<b>102.7%</b>	<b>-441,985.21</b>

### EXPENDITURE BUDGET

MOT Charter School  
For the Month Ending June 30, 2020

Operating Budget Description	Bd Approved Budget	Encumbrance	Expenditures	Remaining Balance	% Obligated
Salaries and Benefits	11,495,832.17		11,379,474.80	116,357.37	99.0%
Utilities	317,301.20		241,735.15	75,566.05	76.2%
Facility--Mortgage	1,156,397.52		1,155,300.36	1,097.16	99.9%
Transportation	1,331,702.03		1,304,508.23	27,193.80	98.0%
Textbooks and Instructional Supplies	394,611.00	49,232.34	374,812.75	(29,434.09)	107.5%
Building Maintenance and Custodial Services	222,890.00	5,431.99	219,999.82	(2,541.81)	101.1%
Other Expenses	695,810.22	34,955.00	1,368,665.06	(707,809.84)	201.7%
Contingency	309,640.42		0.00	309,640.42	0.0%
<b>Total Operating Budget</b>	<b>15,924,184.57</b>	<b>89,619.33</b>	<b>16,044,496.17</b>	<b>(209,930.93)</b>	<b>101.3%</b>
<b>Federal Expenses</b>	<b>290,453.00</b>	<b>3,500.00</b>	<b>367,125.78</b>	<b>(80,172.78)</b>	<b>127.6%</b>
<b>All Funds Total</b>	<b>16,214,637.57</b>	<b>93,119.33</b>	<b>16,411,621.95</b>	<b>(290,103.71)</b>	<b>101.8%</b>

**Appendix 13 - Approved Preliminary Fiscal Year 2021 Budget**



# Appendix 13: Preliminary FY21 Revenue and Expense Budget

## REVENUE BUDGET

MOT Charter School  
For the Month Ending August 31, 2020  
(Approval Pending)

	Bd Approved Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
Total State Funds	12,383,550.00	10,276,352.00	83.0%	2,107,198.00
LOCAL FUNDS (Include Food Services)	4,089,900.56	33,197.35	0.8%	4,056,703.21
FEDERAL FUNDS (Current FY Only)	406,028.00	0.00	0.0%	406,028.00
<b>All Funds Total</b>	<b>16,879,478.56</b>	<b>10,309,549.35</b>	<b>61.1%</b>	<b>6,569,929.21</b>

## EXPENDITURE BUDGET

MOT Charter School  
For the Month Ending August 31, 2020

Operating Budget Description	Bd Approved Budget	Encumbrance	Expenditures	Remaining Balance	% Obligated
Salaries and Benefits	12,120,132.42		2,214,657.04	9,905,475.38	18.3%
Utilities	301,701.20	5,068.94	29,807.57	266,824.69	11.6%
Facility--Mortgage	1,153,682.16		192,280.36	961,401.80	16.7%
Transportation	1,328,430.03		498.78	1,327,931.25	0.0%
Textbooks and Instructional Supplies	213,117.00	15,693.50	82,648.61	114,774.89	46.1%
Building Maintenance and Custodial Services	266,416.99	34,955.00	(39,052.71)	270,514.70	-1.5%
Other Expenses	854,513.00	92,630.00	88,588.67	673,294.33	21.2%
Contingency	320,092.40		0.00	320,092.40	0.0%
<b>Total Operating Budget</b>	<b>16,558,085.20</b>	<b>148,347.44</b>	<b>2,569,428.32</b>	<b>13,840,309.44</b>	<b>16.4%</b>
<b>Federal Expenses</b>	<b>320,931.00</b>	<b>3,500.00</b>	<b>2,686.37</b>	<b>314,744.63</b>	<b>1.9%</b>
<b>All Funds Total</b>	<b>16,879,016.20</b>	<b>151,847.44</b>	<b>2,572,114.69</b>	<b>14,155,054.07</b>	<b>16.1%</b>

**Appendix 14 - Fiscal Year 2020 Audited Financial Statements**

# DRAFT - FOR DISCUSSION PURPOSES ONLY

**MOT CHARTER SCHOOL  
(A Component Unit of the State of Delaware)  
MIDDLETOWN, DELAWARE**

**FINANCIAL STATEMENTS**

**JUNE 30, 2020**

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL  
(A Component Unit of the State of Delaware)

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# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL  
(A Component Unit of the State of Delaware)

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# DRAFT - FOR DISCUSSION PURPOSES ONLY

## INDEPENDENT AUDITOR'S REPORT

(to be determined)

Board of Directors  
MOT Charter School  
Middletown, Delaware

### Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the MOT Charter School ("the School"), Middletown, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation

# DRAFT – FOR DISCUSSION PURPOSES ONLY

Board of Directors  
MOT Charter School

and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the MOT Charter School as of June 30, 2020, and the respective changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

## Report on Summarized Comparative Information

We have previously audited the MOT Charter School's 2019 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information in our report dated September 30, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019 is consistent, in all material respects, with the audited financial statements from which it has been derived.

## Other Matters

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 12, and the budgetary comparison schedule - governmental funds, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 40 through 44 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

Board of Directors  
MOT Charter School

## Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are fairly stated in all material respects in relation to the basic financial statements as a whole.

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated (to be determined), on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BARBACANE, THORNTON & COMPANY LLP



DRAFT - FOR DISCUSSION PURPOSES ONLY

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

DRAFT - FOR DISCUSSION PURPOSES ONLY  
MOT CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED

Our discussion and analysis of the MOT Charter School's ("the School") financial performance provides an overview of the School's financial activities for the year ended June 30, 2020, which is the School's eighteenth full year of operation. Please read it in conjunction with the independent auditors' report on pages 1 - 3 and the School's financial statements, which begin on page 13.

#### **FINANCIAL HIGHLIGHTS**

The School's net position decreased by \$1,584,956 and general revenues accounted for \$16.1 million, or 96.3 percent of total revenues.

#### **USING THIS ANNUAL FINANCIAL REPORT**

This annual financial report consists of a series of financial statements and notes to those statements. The statements are organized so the reader can understand the School as a whole and then proceed to provide an increasingly detailed look at specific financial activities.

#### **REPORTING THE SCHOOL AS A WHOLE**

##### ***The Statement of Net Position and Statement of Activities***

One of the most important questions asked about School finances is, "Is the School better or worse off as a result of the year's activities?" The statement of net position and the statement of activities report information about the School as a whole and about its activities in a manner that helps to answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by private sector corporations. All of the current year's revenues and expenses are taken into consideration regardless of when cash is received or paid.

These two statements report the School's net position and changes in them. The change in net position provides the reader with a tool to assist in determining whether the School's financial health is improving or deteriorating. The reader will need to consider other nonfinancial factors such as student enrollment and facility conditions in arriving at a conclusion regarding the overall health of the School.

#### **REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS**

##### ***Fund Financial Statements***

Our analysis of the School's major funds and fund financial statements begins on page 15 and provides detailed information about the most significant funds, not the School as a whole. Some funds are required to be established by State statute, while other funds are established by the School to help manage money for particular purposes and compliance with various grant provisions. The School's two types of funds, governmental and fiduciary, use different accounting approaches as further described in the notes to the financial statements.

##### ***Governmental Funds***

Most of the School's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end available for spending in future periods. These

DRAFT - FOR DISCUSSION PURPOSES ONLY  
MOT CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONTD)

funds are reported using the modified accrual method of accounting, which measures cash and other financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or fewer financial resources available to spend in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the statement of net assets and the statement of activities) and governmental funds is reconciled in the basic financial statements. Activities relating to capital assets, long-term debt, and compensated absences are the primary reconciling items.

***Fiduciary Funds***

The School is fiduciary for its student activity assets that, due to a fiduciary arrangement, can be used only for student activities. All of the School's fiduciary activities are reported in a separate statement of fiduciary net position on page 19. These activities are excluded from the School's other financial statements because the assets are not utilized by the School to finance its operations.

**ENTITY-WIDE FINANCIAL ANALYSIS**

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$16,558,342 at the close of the fiscal year. Of the School's net position, \$5,117,348 consists of those resources invested in capital assets or restricted for capital projects. The School uses capital assets to provide services; consequently, these assets are not available for future spending.

A comparative net position analysis of fiscal years 2020 and 2019 follows:

**Table 1  
STATEMENT OF NET POSITION  
JUNE 30, 2020 AND 2019**

	Governmental Activities	
	2020	2019
<b>ASSETS</b>		
Current assets	\$ 7,081,458	\$ 7,162,621
Capital assets, net of depreciation	26,737,797	27,065,127
<b>TOTAL ASSETS</b>	<b>33,819,255</b>	<b>34,227,748</b>
 <b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred pension expenses	2,578,570	2,488,320
Deferred OPEB expenses	6,908,936	5,564,747
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>9,487,506</b>	<b>8,053,067</b>
 <b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<b>\$ 43,306,761</b>	<b>\$ 42,280,815</b>

DRAFT - FOR DISCUSSION PURPOSES ONLY  
 MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

**Table 1**  
**STATEMENT OF NET POSITION**  
**JUNE 30, 2020 AND 2019**

(cont'd)	Governmental Activities	
	2020	2019
<b>LIABILITIES</b>		
Current liabilities	\$ 2,182,580	\$ 2,401,683
Noncurrent liabilities	52,114,114	51,201,141
<b>TOTAL LIABILITIES</b>	<u>54,296,694</u>	<u>53,602,824</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Deferred pension expense	36,991	226,944
Deferred OPEB expense	5,531,418	3,424,433
<b>TOTAL DEFERRED INFLOWS OF RESOURCES</b>	<u>5,568,409</u>	<u>3,651,377</u>
<b>NET POSITION (DEFICIT)</b>		
Net investment in capital assets	4,487,666	4,337,755
Restricted	629,682	536,169
Unrestricted	(21,675,690)	(19,847,310)
<b>TOTAL NET POSITION (DEFICIT)</b>	<u>(16,558,342)</u>	<u>(14,973,386)</u>
<b>TOTAL LIABILITIES, DEFERRED OUTFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>	<u>\$ 43,306,761</u>	<u>\$ 42,280,815</u>

The School's net deficit increased \$1,584,956 as the result of GASB 68 and GASB 75 expenses recognized in the current year.

A comparative analysis of changes in net deficit for fiscal years 2020 and 2019 follows:

**Table 2**  
**STATEMENT OF NET DEFICIT**  
**FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

	Governmental Activities	
	2020	2019
<b>REVENUES</b>		
Program revenues:		
Charges for services	\$ 151,672	\$ 199,832
Operating grants and contributions	459,671	410,243
General revenues:		
Charges to school districts	3,280,837	2,992,145
State aid not restricted	12,189,105	11,462,483
Earnings on cash and investments	243,997	132,442
Other	374,802	416,543
<b>TOTAL REVENUES</b>	<u>16,700,084</u>	<u>15,613,688</u>

DRAFT - FOR DISCUSSION PURPOSES ONLY  
MOT CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONTD)

**Table 2  
STATEMENT OF NET DEFICIT  
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

(cont'd)	Governmental Activities	
	2020	2019
<b>EXPENSES</b>		
Instructional services	11,848,835	10,958,196
Supporting services:		
Operation and maintenance of facilities	2,002,075	2,019,692
Administrative services	1,985,809	1,622,345
Transportation	1,305,506	1,203,207
Food service	453,013	514,920
Interest on long-term debt	689,802	703,732
<b>TOTAL EXPENSES</b>	<b>18,285,040</b>	<b>17,022,092</b>
<b>CHANGE IN NET DEFICIT</b>	<b>\$ (1,584,956)</b>	<b>\$ (1,408,404)</b>

This year was the eighteenth full year of operations for the School. The increase in revenues this year is mainly attributed to the increase in the number of students and changes in funding rates.

***Governmental Activities***

Net position of the School's governmental activities decreased by \$1,584,956, and unrestricted net position reflects a deficit balance of \$21,675,690.

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. The table below reflects the cost of program services and the net cost of those services after taking into account the program revenues for governmental activities. General revenues that include charges to school districts, investment earnings, and state entitlements must support the net cost of the School's programs.

	2020		2019	
	Total Cost	Net Cost	Total Cost	Net Cost
<b>Governmental Activities:</b>				
Instructional services	\$ 11,848,835	\$ 11,463,278	\$ 10,958,196	\$ 10,636,103
Operation and maintenance of facilities	2,002,075	2,002,075	2,019,692	2,019,692
Administrative services	1,985,809	1,985,809	1,662,345	1,622,345
Transportation	1,305,506	1,305,506	1,203,207	1,203,207
School lunch service	453,013	227,227	514,920	226,938
Interest on long-term debt	689,802	689,802	703,732	703,732
<b>Total Governmental Activities</b>	<b>\$ 18,285,040</b>	<b>\$ 17,673,697</b>	<b>\$ 17,062,092</b>	<b>\$ 16,412,017</b>

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MOT CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

The reliance on general revenues to support governmental activities is indicated by the net services column reflecting the need for \$17,673,697 of support from general revenues, or 105.8 percent of total revenues.

**THE SCHOOL'S FUNDS**

The School's governmental funds (as presented on the balance sheet on page 15) reported a combined fund balance of \$5,422,582. The schedule below indicates the fund balance and the total change in fund balances as of June 30, 2020.

	<u>2020</u>	<u>2019</u>	Increase (Decrease)
Fund Balances:			
Restricted	\$ 629,682	\$ 536,169	\$ 93,513
Committed	3,240,175	2,942,463	297,712
Unassigned	<u>1,552,725</u>	<u>2,164,766</u>	<u>(612,041)</u>
 Total Fund Balances	 <u>\$ 5,422,582</u>	 <u>\$ 5,643,398</u>	 <u>\$ (220,816)</u>

**Governmental Funds**

The School's governmental fund balance decreased because the current year expenditures exceeded the current year revenues. The information that follows assists in illustrating the financial activities and balance of the governmental funds.

	<u>2020</u>	<u>2019</u>
REVENUES:		
Charges to school districts	\$ 3,280,837	\$ 2,992,145
State aid	12,189,105	11,462,483
Federal aid	374,106	288,018
Earnings on cash and investments	243,997	132,442
Contributions and other local sources	386,253	450,618
Food service	<u>225,786</u>	<u>287,981</u>
 TOTAL	 <u>\$ 16,700,084</u>	 <u>\$ 15,613,687</u>

The largest portion of governmental fund expenditures was salaries and other employment costs. The School is a service entity and, as such, is labor intensive.

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 MOT CHARTER SCHOOL  
 MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONTD)

EXPENDITURES BY OBJECT:	Governmental Funds	
	2020	2019
Salaries	\$ 7,860,635	\$ 7,206,239
Employment costs	3,937,248	3,645,389
Travel	16,467	34,734
Contractual service	195,011	203,480
Professional development	54,117	64,602
Public utilities services	245,923	257,943
Insurance	61,514	56,192
Transportation - buses	1,305,507	1,203,207
Land/building/facilities	215,322	269,561
Supplies and materials	428,482	524,768
Related services	256,873	234,035
Student activities	203,009	182,084
Capital outlays - equipment	28,600	208,734
Capital outlays - property	540,035	302,774
Debt service - principal	477,241	200,891
Debt service - interest	1,094,916	703,882
<b>TOTAL</b>	<b>\$ 16,920,900</b>	<b>\$ 15,298,515</b>

Expenditures exceeded revenues during the fiscal year resulting in a decrease in fund balance. This due to the expenditures related to the high school field project and K8 Academy 2<sup>nd</sup> grade classroom upgrade project, as well as principal and interest payments due on the USDA loans that were approved to be paid out of prior year reserved funds.

**GOVERNMENTAL FUND BUDGET INFORMATION**

The School's budget is prepared in accordance with the modified accrual basis of accounting. The most significant budgeted fund is the general fund. Formal budgetary integration is employed as a management control device throughout the year with monthly reports to the Board of Directors.

The following are explanations for the more significant variances between budget versus actual revenues and expenditures as shown on page 40.

**REVENUES**

1. Charges to school districts are higher than expected because:
  - a. There were changes in student composition and district reimbursement rates, as well as the funds from the Christina School District due to a legal settlement.
2. Food service revenue is lower than expected because:
  - a. Students were not in the building at the end of the year due to the COVID-19 pandemic.

MOT CHARTER SCHOOL  
**DRAFT - FOR DISCUSSION PURPOSES ONLY**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)**

3. State revenues are higher than expected because:
  - a. There were changes in student and staff composition.
  - b. The School received funds for foster care transportation and paid parental leave substitute reimbursement.
4. Federal revenues are higher because:
  - a. The School received additional IDEA funds for a high needs student.
  - b. The School received additional School Emergency Relief funds as a result of the COVID-19 pandemic.
5. Earnings on cash and investments are higher because:
  - a. There was an increase in interest rates.
6. Other local revenues are higher than expected because:
  - a. There was an increase in the amounts collected in student funded accounts such as computer insurance and deductibles, athletics, field trips, and clubs. Additional expenses offset these additional revenues.

**EXPENDITURES**

1. Salaries are higher than expected because:
  - a. There were changes in projected and actual staff education and experience, which was only partially offset by the loss of the planned new hire of the Psychologist that resulted in an increase in contracted services.
2. Travel costs were lower than expected because:
  - a. Planned end of year student trips were cancelled due to the COVID-19 pandemic.
3. Contracted service costs were higher than expected because:
  - a. Contracting services for psychological services due to the loss of the planned new hire of the school psychologist.
  - b. Higher costs for laptop deductibles that were offset by higher revenues.
  - c. Additional special education services that are offset by additional federal revenues.
  - d. Higher than anticipated legal expenditures.



MOT CHARTER SCHOOL  
DRAFT - FOR DISCUSSION PURPOSES ONLY  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONTD)

4. Professional development costs were lower than expected because:
  - a. Planned professional development was cancelled due to the COVID-19 pandemic.
5. Utilities were lower than expected because:
  - a. Electricity and heat expenditures were lower than anticipated.
6. Transportation is lower than expected because:
  - a. Remote learning in the spring due to the COVID-19 pandemic resulted in lower transportation costs.
7. Land/building/facilities is lower than expected because:
  - a. Lower than anticipated landscaping costs.
8. Supplies and materials are higher than expected because:
  - a. The School purchased additional Chrome Books in order to support remote learning due to the COVID-19 pandemic.
9. Student activities are higher than expected because:
  - a. Additional expenditures related to flow through accounts like athletics, field trips, and clubs, which are mostly offset by additional revenues.
10. Capital outlays – equipment are higher than expected because:
  - a. The purchase of three new servers to replace the video server and two outdated servers.
11. Capital outlays – property are higher than expected because:
  - a. Expenditures for the high school fields and K8 2<sup>nd</sup> grade classroom upgrade project that were approved to be paid out of prior year reserves.
12. Interest is higher than expected because:
  - a. The interest-only payments due on July 1 for the USDA loans were budgeted out of prior year reserved funds.

As the School begins its nineteenth year of operations, it will continue to use its historical trends based on prior year experience and anticipated future performance based on conservative estimates to better estimate revenues and certain budget line items.

### **CAPITAL ASSETS**

The School has \$26,737,797 invested in capital assets, net of depreciation, all of which is attributed to governmental activities. Acquisitions for governmental activities totaled \$568,636. These acquisitions were for equipment and costs related improvements to the K8 2<sup>nd</sup> grade classrooms and high school front entrance and athletic fields. Detailed information regarding capital asset activity is included in the notes to the basic financial statements.

### **LONG-TERM DEBT**

At the end of the current fiscal year, the School has total debt outstanding of \$22,250,131. This debt is a direct result of the construction of the School facilities located in Middletown, Delaware. This debt is split between the Wilmington Savings Fund Society and the U.S. Department of Agriculture, and the School buildings are held as collateral against these loans.

### **FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS**

Fiscal year 2020 was the eighteenth year of operation as a functioning school. The financial model the School has developed is based on the funding formula currently in effect under the Delaware Charter School Law. If the funding formula for charter schools changes, adjustments to the underlying assumptions of the model will have to be made.

### **CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our fellow citizens, customers, investors, and creditors with a general overview of the School's finances and to show the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the School's Business Manager at (302) 376-5125.

DRAFT - FOR DISCUSSION PURPOSES ONLY

**BASIC FINANCIAL STATEMENTS**

DRAFT - FOR DISCUSSION PURPOSES ONLY  
**MOT CHARTER SCHOOL**  
**STATEMENTS OF NET POSITION**  
**JUNE 30, 2020 AND 2019**

	Governmental Activities	
	2020	2019
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
Current Assets:		
Cash and cash equivalents	\$ 7,081,458	\$ 7,162,621
Total Current Assets	7,081,458	7,162,621
Noncurrent Assets:		
Land	1,232,830	1,232,830
Construction-in-progress	8,350	100,815
Capital assets, net of accumulated depreciation	25,496,617	25,731,482
Total Noncurrent Assets	26,737,797	27,065,127
DEFERRED OUTFLOWS OF RESOURCES		
Deferred pension expense	2,578,570	2,488,320
Deferred OPEB expense	6,908,936	5,564,747
TOTAL DEFERRED OUTFLOWS OF RESOURCES	9,487,506	8,053,067
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 43,306,761	\$ 42,280,815
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)		
Current Liabilities:		
Accounts payable	\$ 55,467	\$ 53,029
Accrued salaries and related costs	1,577,550	1,453,336
Unearned revenue	25,859	12,858
Interest payable	36,850	441,964
Loans payable	486,854	440,496
Total Current Liabilities	2,182,580	2,401,683
Noncurrent Liabilities:		
Compensated absences	202,633	173,098
Loans payable	21,763,277	22,286,876
Net pension liability	5,039,579	3,993,955
Net OPEB liability	25,108,625	24,747,212
Total Noncurrent Liabilities	52,114,114	51,201,141
TOTAL LIABILITIES	54,296,694	53,602,824
DEFERRED INFLOWS OF RESOURCES		
Deferred pension expense	36,991	226,944
Deferred OPEB expense	5,531,418	3,424,433
TOTAL DEFERRED INFLOWS OF RESOURCES	5,568,409	3,651,377
NET POSITION (DEFICIT)		
Net investment in capital assets	4,487,666	4,337,755
Restricted	629,682	536,169
Unrestricted (deficit)	(21,675,690)	(19,847,310)
TOTAL NET POSITION (DEFICIT)	(16,558,342)	(14,973,386)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)	\$ 43,306,761	\$ 42,280,815

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2020  
(With Summarized Comparative Data for the Year Ended June 30, 2019)**

	Program Revenues		Capital Grants and Contributions	Net (Expense) Revenues and Changes in Net Deficit Totals
	Charges for Services	Operating Grants and Contributions	2019	2020
<b>GOVERNMENTAL ACTIVITIES</b>				
Instructional services	\$ (11,848,835)	\$ 385,557	\$ -	\$ (11,463,278)
Support services:				
Operation and maintenance of facilities	(2,002,075)	-	-	(2,002,075)
Administrative services	(1,985,809)	-	-	(1,985,809)
Transportation	(1,305,506)	-	-	(1,305,506)
Food service	(453,013)	74,114	-	(227,227)
Interest on long-term debt	(689,802)	-	-	(689,802)
<b>TOTAL GOVERNMENTAL ACTIVITIES</b>	<b>\$ (18,285,040)</b>	<b>\$ 459,671</b>	<b>\$ -</b>	<b>(17,673,697)</b>
<b>GENERAL REVENUES</b>				
Charges to school districts				3,280,837
State aid not restricted to specific purposes				12,189,105
Earnings on cash and investments				243,997
Other local sources				374,802
<b>TOTAL GENERAL REVENUES</b>				<b>15,008,741</b>
<b>CHANGE IN NET DEFICIT</b>				<b>(1,584,956)</b>
<b>NET DEFICIT, BEGINNING OF YEAR</b>				<b>(14,973,386)</b>
<b>NET DEFICIT, END OF YEAR</b>				<b>\$ (16,558,342)</b>

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL  
BALANCE SHEET - GOVERNMENTAL FUNDS  
JUNE 30, 2020  
(With Summarized Comparative Data for June 30, 2019)**

	General Fund	Capital Projects Fund	Total Governmental Funds	
			2020	2019
<b>ASSETS</b>				
Cash and cash equivalents	\$ 6,451,776	\$ 629,682	\$ 7,081,458	\$ 7,162,621
<b>TOTAL ASSETS</b>	<u>\$ 6,451,776</u>	<u>\$ 629,682</u>	<u>\$ 7,081,458</u>	<u>\$ 7,162,621</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 55,467	-	\$ 55,467	\$ 53,029
Accrued salaries and related costs	1,577,550	-	1,577,550	1,453,336
Unearned revenue	25,859	-	25,859	12,858
<b>TOTAL LIABILITIES</b>	<u>1,658,876</u>	<u>-</u>	<u>1,658,876</u>	<u>1,519,223</u>
<b>FUND BALANCES:</b>				
Restricted	-	629,682	629,682	536,169
Committed	3,240,175	-	3,240,175	2,942,463
Unassigned	1,552,725	-	1,552,725	2,164,766
<b>TOTAL FUND BALANCES</b>	<u>4,792,900</u>	<u>629,682</u>	<u>5,422,582</u>	<u>5,643,398</u>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<u>\$ 6,451,776</u>	<u>\$ 629,682</u>	<u>\$ 7,081,458</u>	<u>\$ 7,162,621</u>

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL**  
**DRAFT - FOR DISCUSSION PURPOSES ONLY**  
**RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUNDS TO**  
**STATEMENT OF NET POSITION**  
**JUNE 30, 2020**

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS \$ 5,422,582

The total net deficit reported for governmental activities in the statement of net position is different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. Capital assets net of accumulated depreciation as detailed in the footnotes are included in the statements of net position. 26,737,797

Long-term liabilities applicable to the governmental activities are not due and payable in the current year and, accordingly, are not reported as fund liabilities.

Interest payable	\$ (36,850)	
Compensated absences	(202,633)	
Loans payable	(22,250,131)	
Net pension liability	(5,039,579)	
Net OPEB liability	<u>(25,108,625)</u>	(52,637,818)

Deferred inflows and outflows of resources related to the School's net pension liability are based on the differences between actuarially determined actual and expected investment returns, differences between actual and expected experience, changes in actuarial assumptions, changes in the actuarially determined proportion of the School's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - pension expense	2,578,570	
Deferred inflows - pension expense	<u>(36,991)</u>	2,541,579

Deferred inflows and outflows of resources related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, differences between actual and expected experience, changes in actuarial assumptions, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - OPEB expense	6,908,936	
Deferred inflows - OPEB expense	<u>(5,531,418)</u>	<u>1,377,518</u>

TOTAL NET DEFICIT OF GOVERNMENTAL ACTIVITIES \$ (16,558,342)

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**  
 (With Summarized Comparative Data for the Year Ended June 30, 2019)

	General Fund	Capital Projects Fund	Total Governmental Funds	
	2020	2019	2020	2019
<b>REVENUES</b>				
Charges to school districts	\$ 3,280,837	-	\$ 3,280,837	\$ 2,992,145
Food service revenue	225,786	-	225,786	287,982
State aid	12,189,105	-	12,189,105	11,462,483
Federal aid	374,106	-	374,106	288,018
Earnings on cash and investments	243,997	-	243,997	132,442
Contributions	11,451	-	11,451	34,075
Other local sources	374,802	-	374,802	416,543
<b>TOTAL REVENUES</b>	<b>16,700,084</b>	-	<b>16,700,084</b>	<b>15,613,688</b>
<b>EXPENDITURES</b>				
Current:				
Instructional services	9,866,717	-	9,866,717	9,305,027
Operation and maintenance of facilities	1,203,293	-	1,203,293	1,236,735
Administrative services	1,951,578	-	1,951,578	1,622,345
Transportation	1,305,507	-	1,305,507	1,203,207
Food services	453,013	-	453,013	514,920
Capital outlays:				
Equipment	28,600	-	28,600	208,734
Property	540,035	-	540,035	302,774
Debt service:				
Principal	477,241	-	477,241	200,891
Interest	1,094,916	-	1,094,916	703,882
<b>TOTAL EXPENDITURES</b>	<b>16,920,900</b>	-	<b>16,920,900</b>	<b>15,298,515</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<b>(220,816)</b>	-	<b>(220,816)</b>	<b>315,173</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
Transfers in	-	93,513	93,513	136,900
Transfers out	(93,513)	-	(93,513)	(136,900)
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>(93,513)</b>	<b>93,513</b>	-	-
<b>NET CHANGES IN FUND BALANCES</b>	<b>(314,329)</b>	<b>93,513</b>	<b>(220,816)</b>	<b>315,173</b>
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<b>5,107,229</b>	<b>536,169</b>	<b>5,643,398</b>	<b>5,328,225</b>
<b>FUND BALANCES, END OF YEAR</b>	<b>\$ 4,792,900</b>	<b>\$ 629,682</b>	<b>\$ 5,422,582</b>	<b>\$ 5,643,398</b>

The accompanying notes are an integral part of these financial statements.



DRAFT FOR DISCUSSION PURPOSES ONLY
  
**MOT CHARTER SCHOOL**
  
**RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN**
  
**FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES**
  
**FOR THE YEAR ENDED JUNE 30, 2020**

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS \$ (220,816)

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$5,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period.

Capital outlays	\$ 568,636	
Depreciation expense	<u>(895,966)</u>	(327,330)

The issuance of long-term debt (e.g., loans, leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position.

Payment of loan principal	<u>477,241</u>	477,241
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Some expenses reported in the statement of activities do not require the use of current resources and, therefore, are not reported as expenditures in the governmental funds:

Compensated absences	(29,535)	
Accrued interest	<u>405,114</u>	375,579

Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(765,421)

OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(1,124,209)

CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES \$ (1,584,956)

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL**  
**STATEMENTS OF FIDUCIARY NET POSITION - AGENCY FUND**  
**JUNE 30, 2020 AND 2019**

	Student Activities Fund	
	2020	2019
<b>ASSETS</b>		
Cash and cash equivalents	\$ 128,355	\$ 109,533
<b>LIABILITIES</b>		
Due to student groups	\$ 128,355	\$ 109,533
<b>NET POSITION</b>		
Unrestricted	-	-
<b>TOTAL LIABILITIES AND NET POSITION</b>	\$ 128,355	\$ 109,533

The accompanying notes are an integral part of these financial statements.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Description of the Charter School

The MOT Charter School is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions - most notably, they may not levy taxes. To encourage innovation, charter schools operate free from a number of state laws and regulations. An initial charter is granted for a three-year period, renewable every five years thereafter.

Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Public funds are not provided for facilities. Charter schools may charge for selected additional costs consistent with those permitted by other school districts. Because a charter school receives local, state, and federal funds, they may not charge tuition.

The financial statements of the MOT Charter School ("the School") have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the MOT Charter School are described below.

#### Reporting Entity

The School is a special purpose government and is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware's operations. The School has no component units for which it is considered to be financially accountable.

#### Entity-wide and Fund Financial Statements

The entity-wide financial statements (the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the School. For the most part, the effect of interfund activity has been removed from these financial statements.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the entity-wide financial statements. The major individual governmental funds are reported as separate columns in the fund financial statements.

Amounts reported as program revenues include 1) charges to students for special fees, supplies, or services provided; 2) operating grants and contributions; and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

#### Measurement Focus, Basis of Accounting, and Financial Statement Presentation

**Entity-wide financial statements** are reported using the economic resources measurement focus and the accrual basis of accounting, as are the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

**Governmental fund financial statements** are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

The School reports the following major governmental funds:

- **General Fund** – The general fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.
- **Capital Projects Fund** – The capital projects fund accounts for resources accumulated and payments made for the acquisition and improvement of sites, construction and remodeling of facilities, and procurement of equipment necessary for providing educational programs for all students within the School.

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Additionally, the School reports the following fund type:

- **Student Activities Agency Fund** (a fiduciary fund) – The student activities agency fund accounts for assets held on behalf of student groups.

Receivables and Payables

Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either "due to/from other funds" (i.e., current portion of interfund loans) or "advances from/to other funds" (i.e., the noncurrent portion of interfund loans). At June 30, 2020, the School had no such activity.

Advances between funds, when present, are offset by a fund balance reserve account in the applicable governmental funds to indicate that they are not available for appropriation and are not expendable available financial resources.

Capital Assets

Capital assets, which include buildings and improvements, furniture and fixtures, equipment, and computers are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest cost incurred during construction is not capitalized.

Capital assets of the School are depreciated using the straight-line method over the estimated useful lives of the related assets. The School generally uses the following estimated useful lives:

Buildings and improvements	40 years
Furniture and fixtures	7 years
Equipment	7 years
Computers	3 - 5 years

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

recognized as an outflow of resources (expenses) until then. The School currently has two items that qualify for reporting in this category. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. A liability for these amounts is reported in the governmental funds only when the liability matures, for example, as a result of employee resignations and retirements.

**Vacation** – Twelve-month employees can accumulate up to 30 days of vacation. Any days in excess of 30 are dropped as of July 1 of each year. Employees are paid for unused vacation upon termination and retirement at the current rate of pay.

**Sick Leave** – Sick leave allowances are as follows: teachers shall be allowed 10 days of sick leave per year, and annual employees earn one day of sick leave for each month worked. Any unused sick days shall be accumulated to the employee's credit. Compensation for accumulated sick days is received when employees (a) qualify and apply for state pension and are paid at a rate of 50 percent of the *per diem* rate of pay not to exceed 90 days; or (b) in the case of death, when payment is made to the employee's estate at a rate of one day's pay for each day of unused sick leave not to exceed 90 days.

Earned unused sick leave may be transferred to another state agency if the employee remains a state employee or is later rehired as a state employee. Sick time does not accrue while an employee is on leave of absence, unless otherwise required by law.

The School has recorded the local portion of the compensated absences liability, which was \$202,633 at June 30, 2020.

Fund Equity

Fund balance will be displayed in the following classification (if applicable) depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

*Nonspendable* – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

*Restricted* – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation, or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

*Committed* – amounts that can be used only for specific purposes determined by formal action of the Board of Directors. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Directors.

*Assigned* – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Head of School may assign amounts for specific purposes.

*Unassigned* – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unassigned fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board or Head of School has provided otherwise in its commitment or assignment actions.

#### Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. The net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Any remaining portions of net position are reflected as unrestricted. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

#### Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

#### Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

#### Comparative Data

Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with accounting principles generally accepted in the United States of America and has been restated and reclassified, as needed, from the presentation in the School's June 30, 2019 basic financial statements to be comparative with the current year preparation.

### NOTE 2 CASH AND CASH EQUIVALENTS

At June 30, 2020, the School has a cash equivalent balance of \$7,209,813. Of that amount, \$6,985,318 is part of an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware, and all investment decisions are made by the State Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with a remaining maturity at time of purchase of one year or less are stated at cost or amortized cost.

At June 30, 2020, the reported amount of the School's deposits not held with the State Treasurer's Office was \$224,495, and the bank balance was \$225,106. The full bank balance of \$225,106 was covered by federal depository insurance.



# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 3**     **CAPITAL ASSETS**

Capital asset activity for the year ended June 30, 2020 is as follows:

	Balances 7/01/19	Increases	Decreases	Balances 6/30/20
<i>Governmental Activities</i>				
General capital assets not being depreciated:				
Land	\$ 1,232,830	\$ -	\$ -	\$ 1,232,830
Construction-in-progress	100,815	336,289	(428,754)	8,350
Total general capital assets not being depreciated	1,333,645	336,289	(428,754)	1,241,180
General capital assets being depreciated:				
Buildings and improvements	30,408,666	602,957	-	31,011,623
Equipment	238,166	58,144	(749)	295,561
Furniture and fixtures	392,781	-	-	392,781
Total general capital assets being depreciated	31,039,613	661,101	(749)	31,699,965
Accumulated depreciation	(5,308,131)	(895,966)	749	(6,203,348)
Total general capital assets being depreciated, net	25,731,482	(234,865)	-	25,496,617
<b>Governmental Activities, Net</b>	<b>\$27,065,127</b>	<b>\$ 101,424</b>	<b>\$ (428,754)</b>	<b>\$26,737,797</b>

Depreciation expense was charged to the following activities:

<i>Governmental Activities:</i>	
Instructional services	\$ 95,634
Operation and maintenance of facilities	800,332
	<b>\$ 895,966</b>

**NOTE 4**     **LONG-TERM DEBT**

**WSFS and USDA Loans**

At its initiation, the School borrowed \$6,000,000 through the USDA's Rural Development program in order to construct a one-story, 55,000 square foot building. This program consisted of a \$3,000,000 direct loan from the USDA at a fixed interest rate of 4.75 percent and a \$3,000,000 loan from WSFS guaranteed by the USDA at an interest rate of prime plus one percent. As of

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 4**     LONG-TERM DEBT (cont'd)

June 30, 2020, the interest rate on the WSFS loan was 6.50 percent, and the outstanding balance was \$198,096. The balance of the original \$3,000,000 USDA loan was transferred to a new loan and reamortized over a total of 40 years (10 additional years) at a fixed interest rate of 4.75 percent. The balance on this loan as of June 30, 2020 was \$2,104,804.

The transfer of the above loan provided an annual cash flow savings of \$35,940, allowing the School to obtain an additional loan in October 2011 in the amount of \$2,775,000 at an interest rate of 3.75 percent to construct the 19,000 square foot addition consisting of a gymnasium and classroom space. As of June 30, 2020, the School had drawn down the entire \$2,775,000 (\$2,564,596 in fiscal year 2012 and \$210,404 in fiscal year 2013), and the outstanding balance was \$2,520,745. In September 2012, the School obtained an additional \$200,000 loan from the USDA at an interest rate of 3.375 percent for overruns with the construction of the gymnasium and classroom space. As of June 30, 2020, the outstanding balance was \$183,176. These loans mature January 2023 through September 2052 and are secured by the buildings.

On July 1, 2016, the School obtained \$16,000,000 in USDA loans (Loan 97-06 for \$9,000,000 and Loan 97-07 for \$7,000,000) and used the proceeds to pay off the outstanding balance of the construction loan and the related issuance costs. These loans accrue interest at 2.75 percent and mature on July 1, 2056. These loans are secured by the buildings. As of June 30, 2020, \$15,745,647 was the outstanding balance on these loans.

On December 22, 2016, the School obtained \$1,600,000 in financing through the USDA for the construction of a gymnasium. The loan accrues interest at 2.375 percent and will mature on December 22, 2046. This loan is secured by the building. The total amount of the liability of the USDA loan at June 30, 2020 was \$1,497,663.

An analysis of debt service requirements to maturity on these obligations follows:

Year Ending June 30,	Principal	Interest
2021	\$ 486,854	\$ 666,828
2022	502,938	650,744
2023	485,528	634,333
2024	450,837	621,675
2025	462,596	613,844
2026 - 2030	2,542,600	2,819,960
2031 - 2035	2,978,944	2,383,616
2036 - 2040	3,494,897	1,867,683
2041 - 2045	3,441,790	1,311,011
2046 - 2050	3,454,524	816,304
2051 - 2055	3,337,186	319,181
2056	611,437	9,297
	\$ 22,250,131	\$ 12,714,476

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 4**    LONG-TERM DEBT (cont'd)

Interest expense for the year ended June 30, 2020 was \$1,094,916.

Payments of long-term liabilities are expected to be funded by the general fund.

A schedule of changes in long-term liabilities is as follows:

	Outstanding 7/01/19	Additions	Retirements	Outstanding 6/30/20	Amounts Due within One Year
<i>Governmental Activities</i>					
Loans payable	\$22,727,372	\$ -	\$ 477,241	\$22,250,131	\$ 486,854
Compensated absences	173,098	29,535	-	202,633	-
Net pension liability	3,993,955	1,045,624	-	5,039,579	-
Net OPEB liability	24,747,212	361,413	-	25,108,625	-
<b>Total Governmental Activities</b>	<b>\$51,641,637</b>	<b>\$1,436,572</b>	<b>\$ 477,241</b>	<b>\$52,600,968</b>	<b>\$ 486,854</b>

**NOTE 5**    PENSION PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Pension Plan ("the Plan"), which is a cost-sharing, multiple-employer defined benefit public employees' retirement system ("the State PERS") defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees ("the Board").

The following are brief descriptions of the Plan in effect as of June 30, 2020. For a more complete description, please refer to the Delaware Employees' Pension Plan Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The State Employees' Pension Plan covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 5 PENSION PLAN (cont'd)

There are two tiers within this plan: 1) employees hired prior to January 1, 2012, and 2) employees hired on or after January 1, 2012.

#### Benefits Provided

##### *Service Benefits*

Final average monthly compensation (employees hired on or after January 1, 2012 may not include overtime in pension compensation) multiplied by 2.0 percent and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85 percent and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this plan, final average monthly compensation is the monthly average of the highest three periods of twelve consecutive months of compensation.

##### *Vesting*

Employees hired before January 1, 2012 vest in the plan after five years of credited service. Employees hired on or after January 1, 2012 vest in the plan after ten years of credited service.

##### *Retirement*

Employees hired before January 1, 2012 may retire at age 62 with five years of credited service; at age 60 with 15 years of credited service; or after 30 years of credited service at any age. Employees hired on or after January 1, 2012 may retire at age 65 with at least 10 years of credited service; at age 60 with 20 years of credited service; or after 30 years of credited service at any age.

##### *Disability Benefits*

Disability benefits for those employees hired before January 1, 2012 are offered using the same calculations as the Service Benefits described above. Employees in this program must have five years of credited service. In lieu of disability pension benefits, over 90 percent of the members of this plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Employees hired on or after January 1, 2012 are also included in the Disability Insurance Program.

##### *Survivor and Burial Benefits*

In the event of the death of a member of the Plan, the eligible survivor receives 50 percent of the benefits received under the pension (or 75 percent with a three percent reduction of the benefit). If the employee is an active member of the Plan with at least five years of credited service, the

NOTES TO FINANCIAL STATEMENTS

NOTE 5 PENSION PLAN (cont'd)

eligible survivor receives 75 percent of the benefit the active employee would have received at age 62.

Burial benefits are established at \$7,000 per plan member.

Contributions

*Member Contributions*

Employees hired before January 1, 2012 contribute three percent of earnings in excess of \$6,000. Employees hired on or after January 1, 2012 contribute five percent of earnings in excess of \$6,000.

*Employer Contributions*

Employer contributions are determined by the Board. For the year ended June 30, 2020, the rate of the employer contribution was 11.96 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2020 was \$889,193.

*PRI Contribution*

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc postretirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the Pension Trust is a reduction of the net pension liability of each participating employer.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2020, the School reported a liability of \$5,039,579 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2018 to June 30, 2019. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2019, the School's proportion was 0.3236 percent, which was an increase of 0.0143 percent from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School recognized pension expense of \$1,654,614. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 5**     PENSION PLAN (cont'd)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	\$ 523,150	\$ -
Changes in proportions	685,152	-
Difference between actual and expected experience	423,875	36,991
Difference between projected and actual earnings	57,200	-
Contributions subsequent to the date of measurement	889,193	-
	\$2,578,570	\$ 36,991

An amount of \$889,193 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2019 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions and will be recognized in pension expense as follows:

<u>Year Ending June 30,</u>	
2021	\$ 641,281
2022	177,140
2023	294,091
2024	352,575
2025	187,299
	\$ 1,652,386

Actuarial Assumptions

The total pension liability as of the June 30, 2019 measurement date was determined by an actuarial valuation as of June 30, 2018, and update procedures were used to roll forward the total pension liability to June 30, 2019. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return/discount rate – 7.0 percent, including inflation of 2.5 percent
- Salary increases – 2.5 percent + merit, including inflation of 2.5 percent
- Cost-of-living adjustments – ad hoc

NOTES TO FINANCIAL STATEMENTS

NOTE 5     PENSION PLAN (cont'd)

The total pension liabilities are measured based on assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Mortality rates were based on the RP-2014 tables with gender adjustments for healthy annuitants and disabled retirees, and an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments ("ad hoc COLAs"), as they are not substantively automatic. The primary considerations relevant to making this determination include the historical patterns of granting the changes and the consistency in the amounts of the changes.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan are summarized in the following table:

<u>Asset Class</u>	<u>Long-term Expected Real Rate of Return</u>	<u>Target Asset Allocation</u>
Domestic equity	5.7%	29.5%
International equity	5.7%	13.5%
Fixed income	2.0%	27.1%
Alternative investments	7.8%	22.4%
Cash and equivalents	0.0%	7.5%

Discount Rate

The discount used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board, as actuarially determined. Based on those assumptions, the

NOTES TO FINANCIAL STATEMENTS

NOTE 5 PENSION PLAN (cont'd)

pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.0%	Current Rate Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	\$ 9,103,379	\$ 5,039,579	\$ 1,627,240

Pension Plan Fiduciary Net Position

Detailed information about PERS' fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefits ("OPEB") Fund Trust ("the Plan"), which is a cost-sharing, multiple-employer defined benefit plan defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 2020. For a more complete description, please refer to the Delaware Public Employees' Retirement System



NOTES TO FINANCIAL STATEMENTS

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The Plan is a cost-sharing multiple employer plan that covers all employees of the State that are eligible to participate in the defined benefit pension plan, including employees of other affiliated entities.

Benefits Provided

The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of plan benefits is variable based on years of service. Pensioners who retire after July 1, 2012 and who become eligible for Medicare will pay an additional five percent of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

Contributions

*Employer Contributions*

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2019, the rate of the employer contributions was 12.51 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2020 was \$930,234.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2020, the School reported a liability of \$25,108,625 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2018 to June 30, 2019. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2019, the School's proportion was 0.3151 percent, which was an increase of 0.0137 percent from its proportion measured as of June 30, 2018.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 6**    OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

For the year ended June 30, 2020, the School recognized OPEB expense of \$2,054,443. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ -	\$ 22,740
Expected and actual change differences	-	2,818,657
Changes in proportions	4,756,296	-
Changes in assumptions	1,222,406	2,690,021
Contributions subsequent to the date of measurement	930,234	-
	\$6,908,936	\$5,531,418

An amount of \$930,234 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2019 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to OPEB and will be recognized in OPEB expense as follows:

Year Ending June 30,	
2021	\$ (206,091)
2022	(206,091)
2023	(193,214)
2024	420,673
2025	632,007
	\$ 447,284

Actuarial Assumptions

The total OPEB liability as of the June 30, 2019 measurement date was determined by an actuarial valuation as of June 30, 2018, and update procedures were used to roll forward the total pension liability to June 30, 2019. These actuarial valuations used the following actuarial assumptions:

NOTES TO FINANCIAL STATEMENTS

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

- Discount rate - 3.50 percent
- Salary increases - 3.25 percent + merit
- Healthcare cost trend rates – 6.60 percent

Mortality rates are based on the sex-distinct employee, healthy annuitant, and disabled annuitant mortality tables derived from the RP-2014 Total Dataset Employee Mortality Table, including adjustment factors. Future mortality improvements are reflected by applying a custom projection scale on a generational basis to adjusted base tables from the base year.

The total OPEB liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Discount Rate

The discount rate used to measure the total OPEB liability was 3.87 percent at the beginning of the current measurement period and 3.50 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-year, tax- exempt general obligation municipal bonds with an average rating of AA/Aa or higher. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rates used at the June 30, 2019 measurement date is equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.50 percent, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.50 percent) or one percentage point higher (4.50 percent) than the current rate.

	1% Decrease 2.50%	Current Rate Discount Rate 3.50%	1% Increase 4.50%
School's proportionate share of the net OPEB liability	\$ 29,772,433	\$ 25,108,625	\$ 21,408,308

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 6**    OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 6.6 percent, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (5.6 percent) or one percentage point higher (7.6 percent) than the current rate.

	1% Decrease 5.6%	Current Rate Healthcare Trend Rate 6.6%	1% Increase 7.6%
School's proportionate share of the net OPEB liability	\$ 21,456,915	\$ 25,108,625	\$ 29,467,882

Plan Fiduciary Net Position

Detailed information about the Plan's fiduciary net position is available in the PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

**NOTE 7**    RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School. Insurance settlements have not exceeded insurance coverage in either of the past two years. There were no significant reductions in coverage compared to the prior year.

**NOTE 8**    UNCERTAINTIES

COVID-19 Pandemic

As a result of the spread of the COVID-19 coronavirus, which was ongoing at June 30, 2020, economic and operational uncertainties have arisen which may impact the School in fiscal year 2021. There exist uncertainties surrounding the School's operations in the 2020 - 2021 school year in terms of whether instruction will continue to be remote or hybrid and for what length of time. The uncertainties surrounding the on-site operations will have a direct impact on individual revenue and expense items that are dependent on services being provided to students while on site. The extent of the potential impact is unknown as the COVID-19 pandemic continues to develop.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 8**     UNCERTAINTIES (cont'd)

Grants

The School receives financial assistance from federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School. The School's administration believes such disallowance, if any, would be immaterial.

**NOTE 9**     FUND BALANCES

As of June 30, 2020, fund balances are composed of the following:

	General Fund	Capital Projects Fund	Total Governmental Funds
Committed:			
Board-determined reserve	\$ 3,240,175	\$ -	\$ 3,240,175
Restricted:			
Capital projects	-	629,682	629,682
Unassigned	1,552,725	-	1,552,725
<b>Total Fund Balances</b>	<b>\$ 4,792,900</b>	<b>\$ 629,682</b>	<b>\$ 5,422,582</b>

**NOTE 10**     EXCESS EXPENDITURES OVER APPROPRIATIONS

The School overspent budgetary appropriations in the following categories:

Salaries	\$ 59,020
Contractual services	\$ 68,986
Insurance	\$ 3,514
Supplies and materials	\$ 15,224
Related activities	\$ 1,300
Student activities	\$ 10,918
Capital outlay - equipment	\$ 28,600
Capital outlay - property	\$ 540,035
Debt service - principal	\$ 20,857
Debt service - interest	\$ 394,902

The excess expenditures were covered by revenues exceeding anticipated amounts and the use of fund balance.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 11 INTERFUND TRANSFERS

The interfund transfer from the general fund to the capital projects fund in the amount of \$93,513 was to pay for expenditures related to the construction of the gymnasium project.

### NOTE 12 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$21,675,690 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the measurement date of the net pension and OPEB liabilities, and the deferred outflows related to the pension and OPEB plans. This is offset by the School's actuarially determined pension and OPEB liabilities, and the deferred inflows related to the pension and OPEB plans.

### NOTE 13 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through (to be determined), the date the financial statements were available to be issued.

DRAFT - FOR DISCUSSION PURPOSES ONLY

**REQUIRED SUPPLEMENTARY INFORMATION**

MOT CHARTER SCHOOL  
**DRAFT - FOR DISCUSSION PURPOSES ONLY**  
**BUDGETARY COMPARISON SCHEDULE - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget Positive (Negative)
	Original	Final		
<b>REVENUES</b>				
Charges to school districts	\$ 3,085,562	\$ 3,085,562	\$ 3,280,837	\$ 195,275
Food service revenue	285,464	285,464	225,786	(59,678)
State aid	12,106,006	12,106,006	12,189,105	83,099
Federal aid	290,453	290,453	374,106	83,653
Earnings on cash and investments	192,000	192,000	243,997	51,997
Contributions	10,000	10,000	11,451	1,451
Other local sources	258,835	258,835	374,802	115,967
<b>TOTAL REVENUES</b>	<u>16,228,320</u>	<u>16,228,320</u>	<u>16,700,084</u>	<u>471,764</u>
<b>EXPENDITURES</b>				
Current:				
Salaries	7,801,615	7,801,615	7,860,635	(59,020)
Employment costs	3,945,012	3,945,012	3,937,248	7,764
Travel	18,420	18,420	16,467	1,953
Contractual services	126,025	126,025	195,011	(68,986)
Professional development	66,713	66,713	54,117	12,596
Public utilities service	317,301	317,301	245,923	71,378
Insurance	58,000	58,000	61,514	(3,514)
Transportation - buses	1,331,702	1,331,702	1,305,507	26,195
Land/building/facilities	222,890	222,890	215,322	7,568
Supplies and materials	413,258	413,258	428,482	(15,224)
Related services	255,573	255,573	256,873	(1,300)
Student activities	192,091	192,091	203,009	(10,918)
Capital outlays:				
Equipment	-	-	28,600	(28,600)
Property	-	-	540,035	(540,035)
Debt service:				
Principal	456,384	456,384	477,241	(20,857)
Interest	700,014	700,014	1,094,916	(394,902)
<b>TOTAL EXPENDITURES</b>	<u>15,904,998</u>	<u>15,904,998</u>	<u>16,920,900</u>	<u>(1,015,902)</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>323,322</u>	<u>323,322</u>	<u>(220,816)</u>	<u>(544,138)</u>
<b>NET CHANGES IN FUND BALANCE</b>	<u>\$ 323,322</u>	<u>\$ 323,322</u>	<u>(220,816)</u>	<u>\$ (544,138)</u>
<b>FUND BALANCE, BEGINNING OF YEAR</b>			<u>5,643,398</u>	
<b>FUND BALANCE, END OF YEAR</b>			<u>\$ 5,422,582</u>	

NOTE: The School's budget is presented on the modified accrual basis of accounting.



**MOT CHARTER SCHOOL  
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY**

	MEASUREMENT DATE					
	JUNE 30, 2019	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016	JUNE 30, 2015	JUNE 30, 2014
<b>PROPORTIONATE SHARE OF NET PENSION LIABILITY</b>						
School's proportion of the net pension liability	0.3236%	0.3093%	0.2780%	0.2380%	0.1982%	0.1717%
School's proportion of the net pension liability - dollar value	\$ 5,039,579	\$ 3,993,955	\$ 4,075,418	\$ 3,587,232	\$ 1,318,772	\$ 632,204
School's covered employee payroll	\$ 6,716,822	\$ 6,140,144	\$ 5,415,532	\$ 4,539,959	\$ 3,696,998	\$ 2,717,333
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	75.03%	65.05%	75.25%	79.01%	35.67%	23.27%
Plan fiduciary net position as a percentage of the total pension liability	85.41%	87.49%	85.31%	84.11%	92.67%	95.80%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**MOT CHARTER SCHOOL  
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
Contractually required contribution	\$ 889,193	\$ 794,600	\$ 639,803	\$ 518,808	\$ 434,928	\$ 353,433
Contributions in relation to the contractually required contribution	889,193	794,600	639,803	518,808	434,928	353,433
Contribution excess	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School's covered employee payroll	\$ 7,434,724	\$ 6,716,822	\$ 6,140,144	\$ 5,415,532	\$ 4,539,959	\$ 3,696,998
Contributions as a percentage of covered-employee payroll	11.96%	11.83%	10.42%	9.58%	9.58%	9.56%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

MOT CHARTER SCHOOL  
**DRAFT FOR DISCUSSION PURPOSES ONLY**  
 SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY

<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>	<u>MEASUREMENT DATE</u>		
	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>
School's proportion of the net pension liability	0.3151%	0.3014%	0.2716%
School's proportion of the net pension liability - dollar value	\$ 25,108,625	\$ 24,747,212	\$ 22,425,436
School's covered employee payroll	\$ 6,716,822	\$ 6,140,144	\$ 5,415,532
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	373.82%	403.04%	414.09%
Plan fiduciary net position as a percentage of the total pension liability	4.89%	4.44%	4.13%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

MOT CHARTER SCHOOL  
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS

DRAFT - FOR DISCLOSURE PURPOSES ONLY

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 930,234	\$ 791,821	\$ 677,069
Contributions in relation to the contractually required contribution	<u>930,234</u>	<u>791,821</u>	<u>677,069</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 7,434,724	\$ 6,716,822	\$ 6,140,144
Contributions as a percentage of covered-employee payroll	12.51%	11.79%	11.03%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

DRAFT - FOR DISCUSSION PURPOSES ONLY

**SUPPLEMENTARY INFORMATION**

**MOT CHARTER SCHOOL  
COMBINING BALANCE SHEET - GENERAL FUND  
JUNE 30, 2020**

	<u>State Allocation</u>	<u>Local Funding</u>	<u>Federal Funding</u>	<u>Totals</u>
<b>ASSETS</b>				
Cash and investments	\$ 16,574	\$ 6,435,202	-	\$ 6,451,776
<b>TOTAL ASSETS</b>	<u>\$ 16,574</u>	<u>\$ 6,435,202</u>	<u>-</u>	<u>\$ 6,451,776</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	-	\$ 55,467	-	\$ 55,467
Unearned revenue	-	25,859	-	25,859
Accrued salaries and related costs	-	1,577,550	-	1,577,550
<b>TOTAL LIABILITIES</b>	<u>-</u>	<u>1,658,876</u>	<u>-</u>	<u>1,658,876</u>
<b>FUND BALANCES:</b>				
Committed	-	3,240,175	-	3,240,175
Unassigned	16,574	1,536,151	-	1,552,725
<b>TOTAL FUND BALANCES</b>	<u>16,574</u>	<u>4,776,326</u>	<u>-</u>	<u>4,792,900</u>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<u>\$ 16,574</u>	<u>\$ 6,435,202</u>	<u>-</u>	<u>\$ 6,451,776</u>

**MOT CHARTER SCHOOL  
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2020**

	State Allocation	Local Funding	Federal Funding	Totals
<b>REVENUES</b>				
Charges to school districts	-	3,280,837	-	3,280,837
Food service revenue	-	151,672	74,114	225,786
State aid	12,189,105	-	-	12,189,105
Federal aid	-	-	374,106	374,106
Earnings on cash and investments	-	243,997	-	243,997
Contributions	-	11,451	-	11,451
Other local sources	-	374,802	-	374,802
<b>TOTAL REVENUES</b>	<u>12,189,105</u>	<u>4,062,759</u>	<u>448,220</u>	<u>16,700,084</u>
<b>EXPENDITURES</b>				
Current:				
Instructional services	7,126,797	2,365,814	374,106	9,866,717
Operation and maintenance of facilities	944,427	258,866	-	1,203,293
Administrative services	1,521,785	429,793	-	1,951,578
Transportation	943,382	362,125	-	1,305,507
Food services	140,542	238,357	74,114	453,013
Capital outlays:				
Equipment	-	28,600	-	28,600
Property	527,062	12,973	-	540,035
Debt service:				
Principal	379,457	97,784	-	477,241
Interest	521,654	573,262	-	1,094,916
<b>TOTAL EXPENDITURES</b>	<u>12,105,106</u>	<u>4,367,574</u>	<u>448,220</u>	<u>16,920,900</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>83,999</u>	<u>(304,815)</u>	<u>-</u>	<u>(220,816)</u>
<b>OTHER FINANCING SOURCED (USES)</b>				
Transfers Out	(70,319)	(23,194)	-	(93,513)
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>(70,319)</u>	<u>(23,194)</u>	<u>-</u>	<u>(93,513)</u>
<b>NET CHANGE IN FUND BALANCES</b>	13,680	(328,009)	-	(314,329)
<b>FUND BALANCES, BEGINNING OF YEAR</b>	2,894	5,104,335	-	5,107,229
<b>FUND BALANCES, END OF YEAR</b>	<u>\$ 16,574</u>	<u>\$ 4,776,326</u>	<u>\$ -</u>	<u>\$ 4,792,900</u>

**MOT CHARTER SCHOOL**  
**SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**

EXPENDITURES

Current:

Salaries	\$ 7,860,635
Employment costs	3,937,248
Travel	16,467
Contractual services	195,011
Professional development	54,117
Public utility services	245,923
Insurance	61,514
Transportation - buses	1,305,507
Land/building/facilities	215,322
Supplies and materials	428,482
Related services	256,873
Student activities	203,009

Capital outlays:

Equipment	28,600
Property	540,035

Debt service:

Principal	477,241
Interest	1,094,916

TOTAL EXPENDITURES

\$ 16,920,900



# DRAFT - FOR DISCUSSION PURPOSES ONLY

## INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

(to be determined)

Board of Directors  
MOT Charter School  
Middletown, Delaware

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the MOT Charter School ("the School"), Middletown, Delaware, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated (to be determined).

### Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

Board of Directors  
MOT Charter School

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BARBACANE, THORNTON & COMPANY LLP

**Appendix 15 - List of all settlements (if applicable)**

## **Appendix 15: List of all settlements**

MOT Charter School is not a party to any settlements for which it has any financial liability.

**Renewal Application - September 30, 2020**

**DELAWARE CHARTER SCHOOL  
RENEWAL APPLICATION  
September 30, 2020**



**MOT CHARTER SCHOOL**

**1156 Levels Road,  
Middletown, DE 19709**

**1275 Cedar Lane Road,  
Middletown, DE 19709**

**(302) 376-5125 (K-8 Academy)**

**(302) 366-2000 (High School)**

**[www.motcharter.com](http://www.motcharter.com)**

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## I. INTRODUCTION AND RENEWAL APPLICATION GUIDANCE

In accordance with 14 *Del. C.* § 514A(c), no later than April 30, the Department will issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report will summarize the charter school's performance record to date in accordance with the school's Performance Agreement, and as measured by the Performance Framework, and will provide notice of any weaknesses or concerns perceived by the Department concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school will have 10 working days to respond to the renewal report and submit any corrections or clarifications.

As stated in 14 *Del. C.* Ch. 5 § 514A(g), in making charter renewal decisions every approving authority shall:

1. Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance agreement set forth in the charter contract;
2. Ensure that data used in making renewal decisions are available to the school and the public; and
3. Provide a public report summarizing the evidence basis for each decision.

In addition to the renewal guidance provided in 14 *Del. C.* § 514A(g), the following renewal guidance is stated in 14 DE Admin. Code 275.10:

10.1 Charters are granted for an initial period of 4 years of operation and are renewable every 5 years thereafter.

10.2 Renewals are only available to the current Charter Holder and may not be used to transfer a charter to a different legal entity.

10.3 Charters shall be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.

10.4 The Department shall conduct annual performance reviews based on the Performance Framework. The Department shall provide the results of the Performance Review to the school.

The renewal application has been aligned with the measures and targets within the Performance Framework. The decision to renew a charter will be based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program meeting or exceeding academic standards?
2. Is the school financially viable?
3. Is the school organizationally sound?

Applications will allow the applicant to include an analysis of the school's performance review and provide additional evidence, beyond the data contained in the Renewal Report, supporting its case for charter renewal. The renewal application also gives a school the opportunity to examine its progress towards meeting its mission, goals and objectives, assess its strengths and needs, and plan its course for the future. The charter school may also describe improvements undertaken or planned for the school and detail the plans for the next charter term.

As defined in 14 DE Admin. C. 275, the Performance Framework is used by the Department to assess compliance with the Performance Agreement in the areas of academic performance, economic viability, organizational responsibilities and accountability of the Charter School. The completed framework will be provided to the Charter School Accountability Committee ("Accountability Committee"), Secretary of Education and State Board of Education to inform their decision making. Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).



Pursuant to 14 *Del. C.* § 514A(b), where a charter school has demonstrated an outstanding record of performance, an approving authority may grant it a renewal term of 10 years. An “outstanding record of performance” is defined by the Department as a school that is entering at least its 4th renewal term and has earned overall ratings of meets or exceeds every year in all of the academic, financial, and organization performance frameworks. Note that any charter school receiving such an extended renewal term shall, at the midpoint of the 10-year charter, be subject to an annual performance and program evaluation that includes academic, financial and operations data that looks back to all of the years of the charter up to that point. If, upon this evaluation, the approving authority determines that the charter school's level of performance is deficient by renewal standards, the approving authority may initiate the formal renewal and nonrenewal process.

## II. RENEWAL PROCESS

**Application Submission:** A completed application must be received by the Department of Education’s Charter School Office on or before **September 30** in order for the application to be considered. Applications must be submitted electronically. Please refer to the Renewal Application Submission Guidelines and Checklist for further guidance. Incomplete applications, or applications received after the deadline, will not be considered.

**Application Review:** All applications must be complete in order to be evaluated. The application for renewal will be reviewed and evaluated by the approving authority as outlined in 14 *Del. C.* Ch. 5 and applicable provisions of 14 DE Admin. Code 275. The review process will include a meeting with the applicant and the Charter School Accountability Committee (CSAC) to discuss the components of the application and its alignment with the renewal criteria. The process will also include at least one published report by the Accountability Committee on its recommendation and a public hearing to assist in the decision.

**Renewal Determination:** The Secretary of Education will present the decision on charter renewal within sixty (60) working days of receipt of the renewal application.

Date	Item	Document Reference
April 30	Charter school renewal report and guidance document issued by Department of Education for those charters which will expire the following year; charter school renewal meetings held.	CHARTER 14 Del. C. 514(A)(c) Renewals and non-renewals
June	Renewal application published for charter schools renewing their charter.	CHARTER Renewal Timeline (DOE website)
July	The Charter School Office shall provide technical assistance to renewing charter schools.	CHARTER 14 Del. C. 510 (c)
September	Charter school board shall submit to the Department of Education (approving authority) a renewal application and annual report due by September 30.	CHARTER 14 Del. C. 514 A (f) Renewals and Non-renewals
October	Initial public hearings held; Initial Charter School Accountability Committee (CSAC) Meeting held; CSAC Initial Reports Issued on renewing applications.	CHARTER Renewal Timeline (DOE website)
November – early	Responses to CSAC initial reports due.	CHARTER Renewal Timeline (DOE website)
November – mid	Final CSAC meeting held; CSAC Final Reports issued.	CHARTER Renewal Timeline (DOE website)
December early to mid	Public hearings held for renewals; comment period ends.	CHARTER Renewal Timeline (DOE website)
December – mid	The State Board of Education Meeting is held and a decision is made on applications.	CHARTER Renewal Timeline (DOE website)

### III. APPLICATION CONTENT AND FORMAT

The prescribed content and format for the renewal application are specified below.

**Format:** All pages must be typed with 1-inch page margins and 12-point font, single-spaced Calibri. Charts may use single spacing and a type size of 10-point font.

- If a particular question does not apply, respond “Not Applicable,” and briefly explain.
- All required attachments should be clearly labeled.
- The following includes a list of attachments by section that must accompany the application.

**Table of Contents:** The application contains a clearly-labeled Table of Contents naming all major sections and appendices (Overview, Academic Framework/Delaware School Success Framework, Organizational Framework, etc.).

**Appendices:** All supplementary documents should be identified appropriately and properly labeled as appendices at the end of the application. Please refer to the “Application Content Checklist” for further guidance.

## IV. APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order (Note: Items with a check mark will be provided by the Charter School Office):

- Cover Page labeled “Charter School Renewal Application” that lists the following information:
  - School name
  - Application submission date
  - School address, phone number, fax number and website
  - School’s logo
- Table of Contents: The application shall contain a clearly-labeled Table of Contents naming all major sections and appendices with corresponding page numbers.

### I. Overview

- 1.1 Review the table with the school’s basic information (Note: Charter School Office will provide)
- 1.2 Review the table with the school’s enrollment and demographics.
  - Complete the last column “SY 2020-2021”
- 1.3 Review Approved Minor and Major Modifications table (Note: Charter School Office will provide)
- 1.4 Review the School Enrollment Trends table (Note: Charter School Office will provide)
  - Complete the last column “Current Waitlist 2020-2021 school year”
- 1.5 Review the School Reenrollment Trends table (Note: Charter School Office will provide)
  - Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

### II. Academic Performance

- 2.1 Review the Academic Framework and Delaware School Success Framework tables.
  - 2.1.a Discuss the school’s academic performance results over the course of the charter term. Describe the school’s performance against its remote learning plan and address areas i-viii:
    - 2.1.b Discuss the school’s academic performance results based on its approved Performance Agreement
- 2.2 Review the Academic Achievement/Proficiency Data
  - 2.2.a Discuss the school’s current performance based on Academic Achievement ratings
  - 2.2.b Discuss the school’s expected outcomes and steps to achieve them
  - 2.2.c Describe how the school will measure progress and track expected outcomes
- 2.3 Review the Academic Progress (Growth) Data
  - 2.3.a Discuss the school’s current performance based on Academic Progress ratings
  - 2.3.b Discuss the school’s expected outcomes and steps to achieve them
  - 2.3.c Describe how the school will measure progress and track expected outcomes
- 2.4 Review the School Quality/Student Success Data

- 2.4.a Discuss the school's current performance based on School Quality/Student Success data
- 2.4.b Discuss the school's expected outcomes and steps to achieve them
- 2.4.c Describe how the school will measure progress and track expected outcomes
- 2.5 Review the Progress toward English language proficiency (ELP) Data
  - 2.5.a Discuss the school's current performance based on English language proficiency ratings
  - 2.5.b Discuss the school's expected outcomes and steps to achieve them
  - 2.5.c Describe how the school will measure progress and track expected outcomes

### III. Organizational Framework

#### 3.1 Mission Specific Goal(s)

- Review mission statement for accuracy.
- 3.1.a Rate the school's performance according to the criteria established by the school for its mission specific goal(s).
- 3.1.b Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s).

#### 3.2 Organizational Performance

- Review Table 3.2
- 3.2.a Describe the school's organizational performance results over the course of the charter...
- 3.2.b Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.
- 3.2.c Address any measure where school did not meet standard or is approaching standard.
- 3.2.d Discuss the school's organizational performance results based on its approved Performance Agreement.

#### 3.3 Educational Program

- 3.3.a Describe any proposed changes to the educational program or curricula
- 3.3.b **Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts, World Languages) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.

#### 3.4 At-risk students, Students with Disabilities, and English Language Learners

- Review Table 3.4
- 3.4.a If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.
- 3.4.b Describe the process by which at-risk students are identified and evidence that...
- 3.4.c Describe the process by which English Language Learners are identified and evidence...

- 3.4.d Describe the process by which students with disabilities are identified and evidence...

### 3.5 Governance and Reporting Requirements

- Review Table 3.5
- 3.5.a Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).
- 3.5.b Provide information regarding how the Board of Trustees effectively evaluates its own success.
- 3.5.c Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
- 3.5.d Describe the school's process for succession planning including identification, development and retention of school leaders.
- 3.5.e Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.
- 3.5.f **Appendix 3** Current Organizational Chart
- 3.5.g Complete the Board of Trustees governance training chart
- 3.5.h Complete the Citizen Budget Oversight Committee chart
- 3.5.i **Appendix 4** Board Governance training certificates
- 3.5.j **Appendix 5 Board member and school leader succession plans.**
- 3.5.k **Appendix 6** Current board bylaws.

### 3.6 Students, Employees, and School Environment

- Review Table 3.6
- 3.6.a Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.
- 3.6.b Provide information about the best practices the school uses to meet standards in the above noted areas.
- 3.6.c Appendices
  - Appendix 7** Up-to-date Certificate of Occupancy
  - Appendix 8** Up-to-date Fire Inspection Certificate
  - Appendix 9** Up-to-date Insurance Certificate(s)
  - Appendix 10** ERIP Reporting SY18/19 and SY19/20

### 3.7 Teacher Retention Rates: Is the school monitoring and minimizing teacher retention rates and maintaining a stable teaching staff?

- 3.7.a Review the chart with the school's teacher retention trends.
  - Complete the last column "2019-2020"
- 3.7.b Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.
- 3.7.c Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.
- 3.7.d **Describe how the school's completion of educator evaluations has evolved over the course of the charter term.**

### 3.8 Closure Requirements

- 3.8.a Describe the school's plans and procedures it will follow in the event of closure or dissolution of the school.

#### IV. Financial Framework

##### 4.1 Financial Performance

- 4.1.a Discuss the school's financial performance results over the course of the charter term
- 4.1.b Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.
- 4.1.c Address any measure where school did not meet standard or is approaching standard
- 4.1.d Discuss the school's financial performance results based on its approved Performance Agreement
- 4.1.e Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable)
- 4.1.f Appendices
  - Appendix 11** Summary of Findings from Independent Audits
  - Appendix 12** Final Fiscal Year 2020 Revenue & Expenditure Budget Report
  - Appendix 13** Approved preliminary Fiscal Year 2021 Budget
  - Appendix 14** Fiscal Year 2020 Audited Financial Statements
  - Appendix 15** A list of all settlements (if applicable)

##### V. Innovation

- 5.1.a 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).

#### VI. Five-Year Planning

##### 6.1 Projected Enrollment

- 6.1.a Complete the Projected Enrollment chart

##### 6.2 The school's plans for the next five years of the charter

- 6.2.1 Explain how the school's Board and Leadership Team will measure and evaluate...
  - 6.2.1.a Outline the clearly measurable annual performance status and growth goals...
  - 6.2.1.b Describe the student performance standards for the school as a whole
  - 6.2.1.c In addition to the State's mandatory assessments, identify the primary interim...
- 6.2.2 Explain how the school will collect and analyze student academic achievement data...
- 6.2.3 Describe the corrective actions the school will take, pursuant to 14 Del. C. §512 (5)...
- 6.2.4 Describe how State data systems will be used and monitored to support informed...
- 6.2.5 Describe how the School Leadership Team will oversee and monitor compliance with...
- 6.2.6 Provide detailed information on the school's plan for any changes or improvements...
- 6.2.7 Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.
- 6.2.8 Complete the Hourly Attendance Survey

- VII. Compliance Certification Statement

- VIII. Renewal Application Certification Statement
- IX. Performance Agreement Template



## V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

- 5-year charter
- 10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks. Please provide clear, complete, and accurate information in response to each question.

### I. OVERVIEW

**1.1 Basic Information:** Please review the following table for accuracy. Please fill in “Current Enrollment” at time of application submission.

BASIC INFORMATION	
<b>Name of School</b>	MOT Charter School
<b>Year School Opened</b>	2002
<b>Current Enrollment</b>	1389
<b>Approved Enrollment</b>	1420
<b>School Address</b>	1156 Levels Road, Middletown, DE 19709 1275 Cedar Lane Road, Middletown, DE 19709
<b>District(s) of Residence</b>	Appoquinimink School District
<b>Website Address</b>	<a href="http://www.motcharter.com/">http://www.motcharter.com/</a>
<b>Name of School Leader</b>	Ned Southworth
<b>School Leader Email and Phone Number</b>	ned.southworth@mot.k12.de.us (302) 376-5125 (K-8 Academy) (302) 366-2000 (High School)
<b>Name of Board President</b>	Jennifer Taylor
<b>Board President Email</b>	jennifer.taylor@mot.k12.de.us
<b>Mission Statement:</b> MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.	

**1.2 Enrollment and Demographics:** Please review the following table and complete the last column (SY 2019-20)

	2016-2017 <sup>1</sup>	2017-2018 <sup>1</sup>	2018-2019 <sup>1</sup>	2019-2020 <sup>1</sup>	2020-2021 <sup>1</sup> *
Total Enrollment	1159	1288	1314	1375	1389
<b>Gender</b>					
% Male	49.70%	48.91%	48.48%	49.53%	50.10%
% Female	50.30%	51.09%	51.52%	50.47%	49.90%
<b>Ethnicity/Race</b>					
% African American	23.21%	22.83%	23.59%	24.44%	25.70%
% American Indian				0.22%	.22%
% Asian	10.09%	11.57%	11.72%	12.65%	13.03%
% Hispanic/Latino	6.13%	7.07%	7.46%	7.49%	6.98%
% White	57.38%	55.67%	53.88%	51.71%	49.24%
% Multiracial	2.93%	2.56%	3.12%	3.35%	4.68%
<b>Special Populations</b>					
%Special Education <sup>3</sup>	6.04%	5.51%	5.78%	6.18%	7.92%
% English Language Learners	1.55%	1.24%	1.98%	2.04%	1.58%
% Low-Income	5.44%	6.37% (13%)	5.33% (11.11%)	5.53% (12%)	14.19%

\* To be completed by the school

<b>School Comments 2018-2019</b>	By our records we had 11.11% low income students during the 2018-2019 year (based on the number of students receiving free and reduced cost meals).
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<b>School Comments 2017-2018</b>	By our records we had 13% low income students during the 2017-2018 year (based on the number of students receiving free and reduced cost meals).
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.**

By our records we have 14.19% low income students during the 2020-2021 year and 12% low income students during the 2019-2020 year (based on the number of students receiving free and reduced cost meals).

**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.

Date	Modification Requested	Outcome
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<b>School Comments 2018-2019</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.**

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**1.4 Enrollment Trends:** Please review the following table with the school's enrollment trends during the current term of the charter and complete the last column ("Current Waitlist for 2019-20").

School Enrollment Trends									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	2016-2017		2017-2018		2018-2019		2019-2020		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2020-2021 *
K	75	75	75	75	75	75	75	75	269
Grade 1	75	78	75	75	75	75	75	78	126
Grade 2	75	78	75	78	75	76	75	75	99
Grade 3	75	78	75	78	75	75	75	76	106
Grade 4	75	78	75	78	75	78	75	75	113
Grade 5	75	79	75	78	75	79	75	78	92
Grade 6	78	78	78	78	78	78	78	77	219
Grade 7	78	79	78	78	78	78	78	78	118
Grade 8	78	78	78	79	78	78	78	76	85
Grade 9	188	182	188	187	188	174	188	188	174
Grade 10	166	159	185	155	185	177	185	173	48
Grade 11	148	117	164	134	183	150	183	179	23
Grade 12			145	115	162	121	180	147	N/A
<b>Total</b>	1186	1159	1366	1288	1402	1314	1420	1375	1,472

**\* To be completed by the school**

**DOE Summary:**

MOT Charter School has demonstrated consistent enrollment over the course of its current charter term.

**School Comments  
2018-2019**

MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each

	successive year, and were very close to our projected enrollment in the 9th and 10th grades during the 2018-2019 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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<b>School Comments 2017-2018</b>	MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, most likely due to the fact that we were operating out of modular classrooms housed on our K8 Academy campus, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment in the 9th grade during the 2017-2018 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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<b>School Comments 2016-2017</b>	MOT Charter School continues to see applications far outpace the number of available seats in grades K-8. With the addition of the high school program during the 2014-2015 academic year we anticipated a gradual increase in enrollment as we phased in all four high school grades over a four year period. While our initial class of 9th graders was smaller than hoped for, we have gotten closer to our targeted enrollment in each successive year, and met our projected enrollment of 188 students in the 9th grade during the 2017-2018 academic year. As the high school program becomes more widely known and understood, we anticipate no problems continuing to meet projected enrollment in 9th grade each year moving forward.
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.**

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MOT Charter School has consistently maintained full enrollment at the K8 Academy, and continues to grow our enrollment at the high school level. Our number of graduating seniors has risen each year – our first graduating class (the Class of 2018) had 111 members, the Class of 2019 had 119 members, the Class of 2020 had 148 members and there are currently 172 members of the Class of 2021. Unfortunately, the COVID-19 pandemic caused some significant disruptions to our spring and summer enrollment cycle, and we saw our number of enrolled students in 11<sup>th</sup> grade dip below expectations. We fully anticipate being able to reverse this trend in future years.

**1.5 Reenrollment Trends:** Please review the following table with the school’s reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2016-2017		2017-2018		2018-2019		2019-2020	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>	902	89.04%	1049	90.51%	1045	89.09%	1103	92.46%

**DOE Summary:**

MOT Charter School has demonstrated a reenrollment rate of 89% or above over the course of its current charter term.

<b>School Comments 2018-2019</b>	<p>Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8th grade at MOT Charter School and were forced to return to their sending district or other choice or charter schools. In the years since our high school opened, we have worked diligently to retain an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016, 11th grade in 2016-2017 and 12th grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.</p>
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<b>School Comments 2017-2018</b>	<p>Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8th grade at MOT Charter School and were forced to return to their sending district or other choice or charter schools. In the years since our high school opened, we have retained an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016, 11th grade in 2016-2017 and 12th grade in 2017-2018) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize,</p>
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	<p>however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line with their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.</p>
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<p><b>School Comments 2016-2017</b></p>	<p>Up until the opening of our high school during the 2014-2015 academic year, students graduated from 8th grade at MOT Charter School and were forced to return to their sending district or other choice or charter schools. In the three years since our high school opened, we have retained an increasingly larger number of our own “graduating” 8th graders. As we have added each new high school grade (10th grade in 2015-2016 and 11th grade in 2016-2017) and been able to offer a more complete slate of academic and extracurricular offerings we have become more competitive in the local marketplace and been able to retain a higher percentage of our own 8th graders. We do recognize, however, that students choose their high school for a variety of reasons, and know that each year some students will leave MOT to pursue different courses of study or areas of interest. When students choose to leave MOT we conduct informal exit interviews to determine the main reason for their decision. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not currently offered at our high school, or to pursue an academic course load more in line their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.</p>
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**Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.**

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MOT Charter School consistently sees high reenrollment numbers across all grades. Our main challenge continues to be students exiting our K8 Academy and choosing to return to their traditional “feeder” schools for high school. We conduct exit interviews with all students and families who choose to leave after 8<sup>th</sup> grade, and the reasons remain consistent year to year. In most cases we find students leave to pursue specific academic pathways not offered at either our Academy of the Arts or Academy of Science and Technology, to play on athletic teams not offered at our high school, or to pursue an academic course load more in line their abilities. We regularly monitor the reasons that our students choose to leave and look for mission-appropriate programs and opportunities that we might be able to offer in the future to reduce attrition.

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## II. Academic Performance

### 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.

## HISTORICAL DATA (SY 16/17)

### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	4 Stars (110/150pts) Meets Standard
Growth	3 Stars (106/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds
College and Career Preparation	4 Stars (76/100pts) Meets Standard

<b>School Comments 2016-2017</b>	MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 15 charter schools with students in grades 3-8, MOT is ranked second, third or fourth in reading and math performance at all grade levels as measured by the state's SBAC assessment. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in
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these grades in the future.

Because our high school is just in its infancy, it has not generated SAT growth score information yet, but early indicators are that the high school will earn similarly strong results. School wide attendance at MOT continues to be very strong - above 96.5% K-12 for the entire 2016-17 school year. In 2016-17, MOT Charter originated its first 11th grade class. The juniors, along with their peers in ninth and tenth grade, continue to blaze new territory for MOT, successfully completing many dual enrollment and AP classes.

**Note:** School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall academic performance rating of "Meets Standard." While we are proud of this rating, we work towards receiving a rating of "exceeds standard" in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and professional development.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (110/150pts) Meets Standard	
	School	State
ELA	81.40 %	56.63%
Math	68.73%	45.13%
Science	63.08%	47.45%
Social Studies	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA’s Measures of Academic Progress (MAP) assessment as an internal measure to see how students are progressing in comparison to a national benchmark. Only 4% of MOT reading scores and 5% of MOT math scores fall in the bottom quarter of scores nationally, while 59% of MOT reading scores and 52% of MOT math scores are in the top quarter of scores nationally. The difference is most pronounced when looking at the top decile of student scores nationally - 29% of MOT reading scores and 26% of MOT math scores fall in this category. While science performance is still well above state averages, it is an area where we are not yet achieving to meet our own expectations. This area is particularly important to MOT because of our focus on science and technology, especially on our high school campus.</p>
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## b) Expected outcomes for Academic Achievement

<b>School Comments 2016-2017</b>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-11 system will show growth. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning of the year and midyear MAP testing to inform instruction and to revise our goals for students.</p> <p>One area we would like to improve upon is science. Currently our proficiency rate exceeds the state by 16%, but this does not match our proficiency levels reading and math. While we have changed much of our instruction in science classes to the new Next Generation Science Standards, additional change needs to take place. These changes are not yet captured by the state's DCAS assessment but will be captured by the assessment that replaces it in 2018-19. It is our belief that this assessment will show that successful implementation of NGSS has taken place. Our expected outcome for science is that our performance matches that of math and reading, and then all three of the content areas show similar growth going forward.</p>
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## c) Progress measures to track expected Academic Achievement outcomes

<b>School Comments 2016-2017</b>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, DCAS, SAT) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students' growth to similar schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and create new learning for students. As our high school continues to grow and develop, we will also look at Dual Enrollment and Advanced Placement success rates to determine whether our students are ready and prepared for education after MOT.</p> <p>If the data shows any areas where students are not growing appropriately, we will take corrective action to address the problem. Possible actions include revising curriculum, extra help for struggling students, and professional development.</p>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

## 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (106/200pts) Approaching	
	School	State
ELA	66.83 %	50.00 %
Math	39.50 %	50.00 %

### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Growth in ELA at MOT remains strong. MOT’s continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC test.</p> <p>Students’ growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT receive the highest level of ‘exceeds’ on the state assessment, at a rate 20% higher than the state in grades 3-8. In particular, we have determined that while 80% of our students who start the year as a 4 on the SBAC maintain that level the following year, many of them are not meeting the growth target predicted by the state. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our highest achieving students, will show significant growth.</p>
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	As a result of our growth data in math, we have made a change and are implementing a new math curriculum in grades 4-5 in 2017-18, with a next step of analyzing our middle school curriculum for 2018-19. This new grade 4-5 curricula was selected based on our own examination of materials and comprehensive reviews by EdReports. It is better aligned to the Common Core math standards than our previous curriculum and provides resources that better match the level of rigor we are targeting in our classrooms.
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**b) Expected outcomes for Growth for all students**

<b>School Comments 2016-2017</b>	MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 school year and increase growth going into the 2017-18 school year. In particular, we expect that the percentage of our students hitting their goal target in math on the SBAC will improve by 10%. In addition to the steps mentioned previously (new curricula, data analysis, targeted professional development), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.
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**c) Progress measures to track Growth for all students**

<b>School Comments 2016-2017</b>	The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and readjust throughout the school year. This is true both for students in programs that require formal progress monitoring (students in RTI, students in special education, etc) and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.
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## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (48/50pts) Exceeds	
	School	State
Attendance	96.57 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	MOT Charter School will graduate our first class of high school seniors in June 2018. As such, we have no current graduation data upon which to comment. MOT Charter School's entire On Track to Graduate rating is based on student attendance. Our yearlong attendance rate of 96.57% for 2016-17 remains higher than the state average. This high attendance rate is a result of strong connections with our families and the creation of a school environment where students feel safe, welcome and successful. MOT Charter School fully expects this trend to continue in the 2017-18 school year.
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we have found that members of our
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	<p>9th grade who have attended MOT Charter School during middle and elementary school are very well prepared and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared than others. We have instituted a mixed-grade advisory program that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year, while providing parents with a single point of initial contact should they have any academic or social concerns. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.</p>
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**c) Progress measures to monitor On Track to Graduation outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>Attendance rates are monitored at MOT on a daily basis. School Policy supports early intervention with families that are struggling with attendance. We make personal contact with these families to discuss barriers to attendance and seek ways to eliminate those barriers. Although we do not have graduation rate numbers yet, counselors and administrators at the high school closely monitor student performance and meet with each student individually to monitor their progress. As our high school continues to grow we will review the on track to graduate number each year, and make adjustments to our program as needed, providing students the support they require to ensure success.</p>
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## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools: College and Career Preparation** is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (76/100pts) Meets Standard	
	School	State
Growth to Proficiency ELA	89.53 %	59.19 %
Growth to Proficiency Math	61.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	The Growth to Proficiency Measure is designed to determine whether or not students in grades 3-8 are on track for proficiency in reading and math in the next three years. MOT Charter School's continued focus on growth has enabled our students to exceed the state averages on Growth to Proficiency by over 30% in reading and 26% in math. As mentioned previously, MOT significantly exceeds state proficiency percentages at all grade levels. Our own internal data shows, though, that our most struggling students are also showing growth. For example, the small number of students who fell in the bottom quartile of performance on the MAP reading and math assessments at the beginning of the 2016-17 school year, decreased by a further 20% by the end of the school year.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	Because MOT Charter High School is a new high school, we are not yet generating final data for the College and Career Preparation measure. This data is generated
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by a variety of means, including the number of students scoring a 1550 on the SAT, the number of students participating in coop opportunities, students receiving a score of 3 or more on AP tests, and the number of students receiving a grade of B or higher in state approved dual enrollment classes. MOT Charter High School has made a significant investment in performance in these areas and intends to receive a rating of Meets or higher in the future.

## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools**: *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (76/100pts) Meets Standard	
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Growth to Proficiency ELA	89.53 %	59.19 %
Growth to Proficiency Math	61.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	The Growth to Proficiency Measure is designed to determine whether or not students in grades 3-8 are on track for proficiency in reading and math in the next three years. MOT Charter School's continued focus on growth has enabled our students to exceed the state averages on Growth to Proficiency by over 30% in reading and 26% in math. As mentioned previously, MOT significantly exceeds state proficiency percentages at all grade levels. Our own internal data shows, though, that our most struggling students are also showing growth. For example, the small number of students who fell in the bottom quartile of performance on the MAP reading and math assessments at the beginning of the 2016-17 school year, decreased by a further 20% by the end of the school year.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	Because MOT Charter High School is a new high school, we are not yet generating final data for the College and Career Preparation measure. This data is generated by a variety of means, including the number of students scoring a 1550 on the SAT, the number of students participating in coop opportunities, students receiving a score of 3 or more on AP tests, and the number of students receiving a grade of B or higher in state approved dual enrollment classes. MOT Charter High School has made a significant investment in performance in these areas and intends to receive a rating of Meets or higher in the future.
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	MOT Charter School will use the metrics from the Delaware School Success Framework (DSSF) to measure our growth. SAT, AP, Dual Enrollment, CTE and Growth to Proficiency are all measures that align with our school’s mission.
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## SY 2017-18 & SY 2018-19

### 2.1 Delaware School Success Framework

#### 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	2017-2018			2018-2019			2019-2020		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	100.00	72.00	72% Exceeds Expectations	100.00	71.00	71% Exceeds Expectations	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.		
Academic Progress	125.00	76.00	61% Meets Expectations	125.00	82.00	66% Exceeds Expectations			
School Quality/Student Success	75.00	74.00	99% Exceeds Expectations	75.00	75.00	100% Exceeds Expectations			
Graduation Rate	n/a	n/a	Not Applicable	75.00	73.00	97% Exceeds Expectations			
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	50.00	35.00	70% Exceeds Expectations			
Overall	300.00	222.00	74% Meets Expectations	425.00	336.00	79% Exceeds Expectations			

#### DOE Summary:

MOT Charter School has met or exceeded all academic metrics. The school consistently exceeds the state averages in academic performance.

#### School Comments 2018-2019

MOT Charter School continues to demonstrate a high level of performance in its academic achievement. MOT Charter School scored higher than all Delaware school districts in reading and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, which measures reading and math knowledge in grades 3-8. In addition, among charter schools, MOT Charter School is ranked third in reading performance and third in math performance on those same assessments.

SBAC proficiency in reading at MOT was 26% above the state average in Language Arts and 23% above the state average in Math. Growth for reading and math both showed significant improvement this year as well. Because student growth is a core concept for MOT Charter School, even with this improvement we

	<p>continue to address the need of students to grow and look forward to even greater reading and math growth in the future.</p> <p>Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math.</p> <p>In 2018-19, 74% of MOT Charter High School students were proficient on the 11th grade SAT assessment in reading. This is 26% above the state average for reading, but was down 12% from the year before. 51% of MOT Charter High School students were proficient on the SAT math assessment. This is 23% above the state average for math and was an increase of 3% over the year before. In writing, 66% of students were proficient. This is 24% above the state average and an increase of 10% over the year before.</p>
<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School continues to demonstrate a high level of performance in its academic achievement. Among the approximately 17 charter schools with students in grades 3-8, MOT is ranked third in reading performance and third in math performance as measured by the state's Smarter Balanced Assessment Consortium (SBAC) assessment. SBAC proficiency in reading was 21.3% above the state average in Language Arts and 26.6% above the state average in Math. Math proficiency at MOT in 6th grade was the second highest among all schools in the state of Delaware. K-8 Growth for language arts in reading continues to be strong, while our growth scores in math do not yet meet our expectations. We have begun to address this challenge and look forward to greater math growth in these grades in the future.</p> <p>Students in Delaware high schools use a different assessment to demonstrate proficiency, the Scholastic Aptitude Test (SAT). The SAT is taken by all students in Delaware in 11th grade and measures students' proficiency in three areas, reading, writing and math. 86.3% of MOT Charter High School students were identified as proficient on the reading portion of the SAT, a strong increase of 8.5% over the year before. Reading proficiency for African American students was 80.9%, third highest in the state among all Delaware high schools. Our High School's proficiency level in reading is 36.5% above the Delaware state average. In math, MOT Charter High School's proficiency was sixth in the state at 48%. MOT's math proficiency level is 19.5% above the state average. Writing proficiency as measured by the SAT was 55.6%, sixth highest among high schools in Delaware. This was a significant increase of 17.6% over the year before.</p>

- a. **Based on the table above discuss the school's overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term. 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:**

- i. **Content mastery – competency-based grading, rubrics, Schoology standards based grading...**
- ii. **Addressing learning gaps (e.g. serving students with disabilities) -**
- iii. **Equity (e.g. measuring and addressing the technology gap, technological literacy)- survey for tech/Internet needs, gave out devices, purchased more devices, etc. able to provide tech to ALL who asked; created IT support mechanism for families**
- iv. **Student engagement- direct contact with parents when students don't engage, add student-centered stuff...**
- 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.)**

MOT Charter School continues to demonstrate a high level of academic achievement. We pride ourselves on an environment that is responsive to students and their needs. Our teachers are personally invested in the development of curriculum that incorporates best practices and content standards. By engaging in reflective practice, we are consistently adjusting curriculum and instruction to ensure student success.

Over the course of the prior charter term we have invested in many steps to achieve our goals. Recent endeavors include:

- Competency based grading in Kindergarten through Fourth grade.
- Introducing *Habits of Successful Scholars* to provide feedback to students on skills that lead to success.
- Expansion of special educational staff in order to better meet the varying needs of our students.
- Implementation of a differentiated setting for our neediest Special Education students.
- Data analysis structures to support a data driven instructional model.
- Investment in access to high-level professional development for our teachers.
- A focus on the impact that school culture and climate has on student success.
  - Restorative Practices Training
  - Diversity, Equity, and Inclusion work groups
  - Opportunities for family engagement

#### **Recent Accomplishments:**

MOT Charter School received the highest rating of Exceeds on the DSSF Framework for SY18/19. Over the last three years, 100% of our seniors have been accepted into college. This includes our special education, 504, RTI and English Language Learners for those years.

#### **Current Challenges:**

One goal we always maintain is to apply a growth mindset to our own school-wide performance. While we are very proud of our accomplishments, our growth mindset also serves to drive us to continue learning, evolving, and seeking out the best for our students, teachers, and families. The progress made over the last charter cycle has not yet brought us to our ultimate goals.

**Remote Learning:**

On March 16, 2020, MOT Charter shifted to a remote instructional model to finish out SY19/20. Prior to the state-mandated shutdown, we were able to survey our families and provide the necessary technology to ensure all students were able to access all content and material. Any students who needed it in grades K to 12 were provided a device to ensure that they are able to engage in our academic program. Not a single instructional day was lost during our transition to remote learning. Our IT team shifted its focus to best meet the needs of the teachers and students in a remote learning plan. This included implementing a tech coach role and creating an IT support email for families to utilize in the event of technological challenges or needs.

During remote learning, we implemented both synchronous and asynchronous modes of instruction. We had approximately 95% students fully engage in the learning model that we developed. Teams of teachers were tasked with the role of learning support coach for those 5% of students that were still struggling to engage. Our special education population was supported by our special education staff with one-on-one Zoom sessions and check-ins, as needed. We were also able to provide related services via Zoom. ELL, RTI, and Speech services continued through the end of the school year.

At the conclusion of the school year, we surveyed families/stakeholders to gather feedback on our remote learning plans. The lessons that were learned during the spring were used to guide our planning for the 2020/2021 school year. During that summer, we established four committees (Health and Wellness, At-Risk Students, Logistics, and Teaching and Learning) to assist with the creation of our COVID reopening plans. Committees were composed of teachers, parents, and members of the leadership team.

Our Teaching and Learning team quickly recognized that although there were many successes during remote learning, there were some learning gaps that did occur as well. In order to identify what those gaps were, at the end of the school year, teachers were surveyed to determine what areas of their curriculum were not covered to its normal depth. This information was used to plan for the integration of material into the current grade level curriculum. In addition, our remote learning schedule was specifically designed to allow for small-group and one-on-one instruction. In order to meet students' particular developmental needs, grade specific schedules were developed for each grade band.

When remote learning began, one of our concerns was keeping the strong engagement of our students. We determined that we needed to keep an authentic learning experience that still matched the MOT philosophy. Our teaching and learning expectations for SY 20/21 consist of synchronous instructional blocks for all grade levels. This was to provide learning experiences that closely match our student centered model of instruction. Increasing the synchronous instructional time was also an element that we believed would assist with student engagement and teacher feedback. During this time, we are able to engage students in both discussion and collaborative learning. With the inclusion of Zoom into our plan, we are able to use break out room features to help achieve the classroom structures we require. Finally, we recognized the importance of offering Related Arts experiences in the K 8 Academy in order to keep students engaged. This became a regular component of our remote academic day.

Another component of student success that we recognized needed additional attention during SY 20/21 was students' social and emotional development and wellness. We designated a 15 minute



block of time each instructional day for this purpose. This is on top of the opportunities within the classroom that we capitalize on to support our students' Social and Emotional development.

MOT has spent time reviewing our assessment plans by content area/courses, grade level and district mandated assessments. In our lower grades, we currently use a competency based assessment model that translates well in a remote model of instruction. Grades 4 to 12 utilize standards based rubrics, both teacher created and those embedded in Schoology. Teams of teachers, along with administration, developed an assessment plan that balances the high need for curriculum/content progress, determined student readiness, and included opportunities to provide student feedback. Especially given the current strain on instructional time, we are very aware of adjustments that are needed to gather the data we need while not over-testing students.

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## Performance Agreement

### Academic Performance Expectations

MOT Charter School's overall academic rating is Exceeds. In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

#### DOE Summary:

MOT Charter School has consistently met and exceeded state academic performance standards. The school has exceeded the state average in all four metrics the last three years.

<b>School Comments 2018-2019</b>	For the 2018-2019 academic year, MOT Charter School received an overall academic performance rating of Exceeds Expectations. This is an improvement over our Meets Expectations rating from the year before. While we are proud of the improvement shown in 2018-2019, and we are also proud to have received an Exceeds Expectations ranking, MOT Charter School realizes that there still are academic areas that require further growth.
<b>School Comments 2017-2018</b>	For the 2017-2018 academic year, MOT Charter School received an overall academic performance rating of 'meets expectations.' While we are proud of this rating, we work towards receiving a rating of 'exceeds expectations' in the future. We will do this by monitoring our progress in all academic performance areas through a variety of methods, including regular collaboration, examination of learning data and targeted professional development.

**b. Discuss the school's academic performance based on its approved Performance Agreement (see above). Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

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Over the past three years MOT Charter School has met or exceeded academic performance framework expectations and has consistently exceeded state averages. Even with this success, however, we recognize that there is always room for improvement and we work hard to ensure that we do not become complacent. We regularly monitor the success of all segments of our student population, and respond by tailoring our instructional practice and professional development to address identified needs.

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**2.2 Academic Achievement**

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Proficiency - ELA	77.62%	50.00	39.00	77.52%	50.00	39.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Proficiency - Math	65.17%	50.00	33.00	63.06%	50.00	32.00	

**DOE Summary:**  
 In SY 18/19, MOT Charter School earned an “Exceeds Expectations” rating for Academic Achievement. ELA proficiency was at 77.52%, a slight decrease of .10% since SY 17/18 and 24.82% higher than the State average (52.7%). Math proficiency was at 63.06% a slight decrease of 2.11% since SY 17/18, but 20.96% above State average (42.1%).

**a) Academic Achievement ratings over the course of the charter term**

<b>School Comments 2018-2019</b>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling, on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA’s Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing.</p> <p>In 2018-19, only 3% of MOT reading scores and 4% of MOT math scores fell in the bottom quintile of scores nationally, while 42% of MOT reading scores and 37% of MOT math scores were in the top quintile of scores nationally. Put another way, there are approximately eleven times as many MOT students in the top quintile as there are in the bottom quintile.</p> <p>When looking at the very top level of performance, 23% of MOT students scored in the top 10% of reading students nationally and 20% scored in the top 10% in reading. In other words, MOT has twice the number of students scoring in the top 10% as the national average.</p> <p>The state of Delaware has not yet released Science and Social Studies performance for the 2018-19 school year.</p>
<b>School Comments 2017-2018</b>	<p>MOT has a set of guiding principles that we follow, our Essential 10. One of our Essential 10 is to live the growth mindset. This encompasses our beliefs that all students can learn and grow, that effort and feedback are the path to mastery, and that it is necessary to embrace challenges and persist in the face of setbacks. In academic terms, this means that wherever a child begins the year - struggling,</p>

	<p>on grade level, or above grade level - our goal is to help students achieve as much growth as possible throughout the year. The result of this focus is that the performance of students at MOT in reading and math is well above national averages. MOT uses NWEA’s Measures of Academic Progress (MAP), a national assessment taken by students across the United States, as an internal measure to see how students are progressing. In 2017-18, only 4% of MOT reading scores and 5% of MOT math scores fell in the bottom quarter of scores nationally, while 55% of MOT reading scores and 51% of MOT math scores were in the top quarter of scores nationally. The difference is most pronounced when looking at the top 10% of student scores nationally. Over a quarter of MOT Charter High School students fell in this top category in both reading and in math. The state of Delaware did not measure Science and Social Studies performance in the 2017-18 school year.</p>
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**b) Expected outcomes for Academic Achievement**

<b>School Comments 2018-2019</b>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning-of-the-year and mid-year MAP testing to inform instruction and to revise our goals for students.</p>
<b>School Comments 2017-2018</b>	<p>MOT has built its academic system around student growth. Our expectation is that all students across our K-12 system will show significant growth every year. Our teachers meet in teams regularly to discuss how students are progressing and where intervention might be needed. Weekly professional learning community meetings take place to discuss curriculum and target instructional needs. We use beginning of the year and midyear MAP testing to inform instruction and to revise our goals for students.</p>

**c) Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2018-2019</b>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring assessments allow us to compare our students’ growth to similar students and schools within the state of Delaware and the internal monitoring assessments allow us to compare our students’ growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and to create new learning for students.</p> <p>If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.</p>
<b>School Comments 2017-2018</b>	<p>MOT Charter School is focused on growth. Progress towards our expected academic growth is measured through external assessments (SBAC, SAT, WIDA) and internal assessments (DIBELS, STAR, MAP). The external monitoring</p>

assessments allow us to compare our students' growth to similar schools within the state of Delaware and the internal monitoring assessments allow us to compare our students' growth to similar students and schools across the country. Both resource groups are used to analyze past learning, set goals for the year and create new learning for students.

If the data shows any areas where students are not growing appropriately, MOT Charter School takes corrective action to address the problem. Possible interventions include revising curriculum, extra help for struggling students, and targeted professional development.

**The table above lists the school's available Academic Achievement ratings. Respond to the following questions.**

**a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

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During the 2016-17, 2017-18 and 2018-19 school years, MOT Charter School consistently showed strong performance in the Academic Achievement rating. During the most recent year for which data is available, Mustangs exceeded the average state proficiency in math by 21% and exceeded the average state proficiency in reading by 25%. Although not part of the Academic Achievement rating, our performance on the nationally normed NWEA Measures of Academic Performance (MAP) shows similar results. 42% of MOT's reading scores and 37% of MOT's math scores fell in the top quintile nationally, while only 3% of reading scores and 4% of math scores fell in the bottom quintile nationally.

Although MOT attributes the academic success of its students to many actions taken by our instructional staff, one key root cause is our growth mindset. This growth mindset is a key precept from our guiding principles, known as our Essential 10. This growth mindset challenges us to meet every student where they are academically. Whether they start the year as a struggling learner, an average learner, or a high achieving learner, the goal remains the same - differentiate and take them as far academically possible. In this way, curriculum and instruction are continually adapted to meet the needs of the students instead of students having to meet the needs of the curriculum.

A second, and related, root cause is the freedom given to teachers to adapt their teaching methods and curricula to meet the specific needs of the students that year. When a teacher meets a student, a group of students, or even a whole grade level of students with a particular need, the expectation is not that the teacher will continue on with their pacing chart as normal. Instead, the expectation is that the teacher will stop, consult with the instructional leaders in the building, make a plan, implement that plan, and track the results. While at times, this can make it difficult to pin down our curriculum in a particular area, the overall results show that this is consistently to the students' benefit.

A final root cause is our partnership with parents, another key precept of our Essential 10. Communication with parents must be proactive and be two way. Parents should not only feel that their involvement is welcome but that it is a necessary, in fact required, part of being a Mustang. While we have plenty of programs that reach out to parents and attempt to involve them, the true test comes when a parent does have a concern. We pride ourselves on being open and receptive to feedback and then making sure that we make the decision that is best for children

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**b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?**

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While MOT earned an Exceeds rating for Academic Achievement in 2018-2019, we were at the lower end of the acceptable range for that rating. Our goal for the future is to continue to focus in this area so as to strengthen our position within this metric. Because math performance slightly lags reading performance, we will begin by focusing in this area, particularly at the HS level. Two data sources in

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particular will drive our analysis of math performance, K-12 NWEA growth and 11th grade SAT proficiency. NWEA testing provides proficiency data, overall growth data, growth data compared to similar schools, and benchmarking data for the SBAC. PSAT and SAT data provide insight into whether we have done enough to prepare our students to be college and career ready upon graduation. Using both data sets, MOT will diagnose our current strengths and weaknesses in math. Our strengths will be used to build further learning upon, and our teachers and leadership teams will analyze our weaknesses to determine how they can be corrected. By taking these steps, we feel that MOT can quickly solidify our Exceeds rating in the Academic Achievement area.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.**

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A variety of data sources, NWEA, SBAC and College Board Testing, among others, will be used to measure our progress. A first step will be to bring our math proficiency up to match our reading proficiency. From there, our next goal will be to have both math and reading proficiency cross the 80% proficient threshold. The steps for this process are the same as described in 2.2a and 2.2b - a consistent growth mindset that forces us to analyze our current strengths and weaknesses to meet our shared, system wide obsession with getting better.

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## 2.3 Academic Progress

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Growth - ELA	63.83%	50.00	32.00	69.91%	50.00	35.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Growth - Math	58.49%	50.00	29.00	60.85%	50.00	30.00	
Growth of Highest Quartile - ELA	65.34%	6.25	4.00	67.21%	6.25	4.00	
Growth of Highest Quartile - Math	61.34%	6.25	4.00	62.79%	6.25	4.00	
Growth of Lowest Quartile - ELA	63.00%	6.25	4.00	79.44%	6.25	5.00	
Growth of Lowest Quartile - Math	52.87%	6.25	3.00	66.55%	6.25	4.00	

### DOE Summary:

In the past two years, MOT Charter School has met or exceeded expectations for Academic Progress. MOT Charter School has outperformed state averages. For English Language Arts in SY 18/19 69.91% of MOT Charter School students met growth targets in English Language Arts, which was 8.99% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance improved from 63.83% to 69.91%, respectively.

### a) School's Academic Progress ratings for all students over the course of the charter term

<b>School Comments 2018-2019</b>	<p>Growth in ELA at MOT remains strong. MOT's continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.</p> <p>Although the percentage of students meeting their SBAC growth target in math improved from 58.5% to 60.9% last year, growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data</p>
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	<p>in math shows that students at MOT only receive the lowest rating of ‘Well Below Standard’ at a rate 21% lower than the state average and receive the highest level of ‘Exceeds Standard’ on the state assessment at a rate 16% higher than the Delaware average.</p> <p>In math, the percentage of students in MOT’s highest quartile that met their growth target showed modest improvement from 61.3% to 62.8%. The percentage of students in MOT’s lowest quartile that met their growth target showed significant improvement from 52.9% to 66.6%. While this demonstrates substantial growth, it still shows work yet to be done as well. Our expectation for ourselves remains that that all of our students, including our lowest and highest achieving students, will show significant growth every year.</p>
<p><b>School Comments 2017-2018</b></p>	<p>Growth in ELA at MOT remains strong. Our continued focus on integrating reading and writing into the curriculum has been a leading contributor to this growth. There is a strong culture of reading in the building, with students reading for both enjoyment and as part of their daily classwork. MOT has worked hard to partner with parents to support this focus because we recognize that our staff and parents must work together to maintain and develop this culture of literacy. In addition, MOT also has maintained an instructional focus on writing in all content areas. When writing was not an assessed subject during DCAS, many schools reduced their focus on writing. MOT resisted this trend, realizing that writing is a primary way to process and communicate learning. The result of this is that students at all ability levels are accustomed to writing to learn and are able to demonstrate that skill now that it is once again assessed as part of the SBAC and SAT tests.</p> <p>Students’ growth in math on the state assessment is not yet meeting our expectations. This is true even though our proficiency data in math shows that students at MOT receive the highest level of ‘exceeds’ on the state assessment at a rate 21% higher than the Delaware average in grades 3-8. For the coming school year, we are focused on the fact that while 80% of our students who start the year as a 4 on the SBAC maintain that level the following year, too many are not meeting the growth target predicted by the state. In addition, the growth of those MOT math students who fall in the State of Delaware’s lowest quartile is lower than other math students at MOT. Regardless of whether this is a function of the test design, a need for greater differentiation in the classroom, or a combination of the two factors, our expectation is that all of our students, including our lowest and highest achieving students, will show significant growth every year.</p>

**b) Expected outcomes for Academic Progress for all students**

<p><b>School Comments 2018-2019</b></p>	<p>MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2017, 18, and 19 school years and increase our growth going into next year. Last year, we built upon our strong foundation and increased the percentage of students proficient on the SAT in math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting</p>
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	<p>their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware’s lowest quartile in math. In addition to the steps mentioned previously (data analysis, targeted professional development, etc.), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.</p>
<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School is focused on academic growth. Our expectation is that we will build upon the growth rate established in the 2016-17 and 2017-18 school years and increase growth going into next year. Last year, we already built upon our strong foundation and increased the percentage of students proficient on the SAT in reading, math and writing. We look to maintain this growth and make additional progress next year. In particular, we expect that the percentage of our students hitting their growth goal target in math on the SBAC will improve by 10%. We are also increasing our efforts to help the students who fall in the State of Delaware’s lowest quartile in math. In addition to the steps mentioned previously (new curricula, data analysis, targeted professional development), we will continue to look at each and every child as an individual, developing the skills they need to understand their own growth trajectory and what the student, parent and school can do to modify that trajectory upward.</p>

**c) Progress measures to track Academic Progress for all students**

<p><b>School Comments 2018-2019</b></p>	<p>The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust instructional goals throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.</p>
<p><b>School Comments 2017-2018</b></p>	<p>The internal measures that MOT Charter School uses to track growth (MAP, DIBELS, STAR) are all designed to measure progress towards an end of year goal. These assessments are used formatively to track progress and to readjust throughout the school year. This is true both for students in programs that require formal progress and for students who are currently on track to meet their end of year target. When students meet their end of year target earlier in the year, teachers redesign instruction to match the new higher targets that are now within reach.</p>

The table above lists the school's available Academic Progress ratings. Respond to the following questions.

**a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.) Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

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MOT Charter's results for the Academic Progress indicator have increased over the past charter renewal cycle. One root cause we identified for this had to do with the observation that our lowest quartile students were not showing the growth they needed to be on track for proficiency. To meet this need we developed a B setting for students that would benefit from a smaller instructional environment focused on their specific needs. In addition, at the high school level, we implemented our first program for students on track for the Diploma of Alternate Achievement so that we could better meet the needs of those struggling learners as well. Finally, during the past two years, our math team completed a curriculum review process that resulted in the adoption of a new program in elementary and middle school grades. It seems likely that all of these factors impacted the increased performance of our lower quartile students.

A second root cause for our success in Academic Progress was increasing the math instructional time in grades 6 through 8. Through a rebuild of the entire middle school schedule, we were able to virtually double the instructional time that middle school students had in math. This was particularly beneficial to our most struggling students who require additional time to develop the understandings needed to be successful with the Common Core math standards.

Lastly, one of our guiding principles is that students at all levels can show growth. As we focused on our lowest quartile students, it would have been easy to forget about our students in the highest quartile. By using the SBAC and NWEA data, we identified who these students were and what their specific needs were. These students received differentiated materials that matched their current learning path in math and language arts, even if those learning targets were significantly above grade level.

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**b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?**

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MOT expects to maintain an Exceeds rating in the area of academic progress. We will continue to closely examine our academic data and make decisions grounded in that data. In addition to NWEA, SBAC and classroom assessment data, we will also take into account the qualitative data that we gather. Teachers, along with the leadership team, will engage in data reviews to determine trends and areas of need. As a team, we will develop instructional, curricular, and professional development plans to address the needs of our students.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.**

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MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level.

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## 2.4 School Quality/ Student Success

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Career and College Prep	104.41%	37.50	38.00	103.95%	37.50	38.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
On-Track Attendance – SY18/19				96.25%	12.50	12.00	
Chronic Absenteeism (K-12) – SY 17/18	95.29%	12.50	12.00				
On Track in 9th Grade(grade 9)	97.49%	25.00	24.00	98.70%	25.00	25.00	
Proficiency - Science(5,8 and Biology)	n/a	n/a	n/a	n/a	n/a	n/a	
Proficiency - Social Studies(4,7 and HS)	n/a	n/a	n/a	n/a	n/a	n/a	

<b>DOE Summary:</b>
MOT Charter School has exceeded the Value for attendance for SY 2018-19 at 96.25% and on-track to graduation for SY 2017-18 at 97.49%. MOT Charter School continues to excel in College and Career Preparedness for SY 2017-18 at 104.41% and for SY 2018/19 College Career Prep at 103.9%

### a) School's School Quality/ Student Success ratings over the course of charter term

<b>School Comments 2018-2019</b>	Every family wants their child to graduate high school ready and prepared to further their education and enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 100% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.
<b>School Comments 2017-2018</b>	Every family wants their child to graduate high school ready and prepared to further their education and have the skills to enter the workforce. The DSSF report card uses measures such as attendance, the number of students taking dual enrollment (college classes taken in high school) and advanced placement classes, and the number of students who finish ninth grade with credits required to move to tenth grade. MOT Charter School earned 99% of the points possible in these three areas, demonstrating that its students truly are ready for what comes next.

### b) Expected outcomes for School Quality/ Student Success

<b>School Comments 2018-2019</b>	<p>After a review of internal data for the 2018-2019 academic year, we found that 98.7% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and world language. Anecdotally, we also found that members of our 9th grade who attended MOT Charter K-8 building during middle and elementary school are very well prepared for MOT Charter High School and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning.</p>
<b>School Comments 2017-2018</b>	<p>After a review of internal data for the 2016-2017 academic year, we found that 91% of our 9th graders earned 4 or more credits in ELA, math, science, social studies, and/or world language. Anecdotally, we also found that members of our 9th grade who have attended MOT Charter K-8 building during middle and elementary school are very well prepared and generally realize great success. At the same time, we enroll new 9th grade students from almost 40 different middle schools across the state, and some of these students are better prepared for high school than others. As a result, a mixed-grade advisory program was established at the high school that brings together students from all four grades in the hope that with the guidance and support of a full-time faculty member, our newer students will be able to learn from our more experienced students. These advisory groups provide faculty members an opportunity to check in with each student individually throughout the year. These groups also work through programming directed by the counseling office that is aimed at addressing topics of concern such as developing good study habits, time management, social pressures, bullying, and college and career planning. Data from 2017-18 shows strong progress as a result, with 97.5% of ninth graders successfully progressing to tenth grade, an increase of 6.5%.</p>

**c) Progress measures to track School Quality/ Student Success**

<b>School Comments 2018-2019</b>	<p>MOT Charter School earned 100% of the DSSF points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.</p>
<b>School Comments 2017-2018</b>	<p>MOT Charter School earned 99% of the points available in this area. We will continue to monitor our progress and look for ways to improve by examining our data and working with the families of students who are struggling.</p>

The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

- a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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Over the last two years, MOT Charter School has achieved at the highest rates possible in the School Quality and Student Success metric. This matches closely with one of our related internal metrics, the percentage of seniors accepted into college, which has remained at 100% over the last three years.

We believe that the root cause of our success in the Career and College Prep measure is our participation in Dual Enrollment. Virtually all freshmen are scheduled into a dual enrollment curriculum during ninth grade at MOT. Once they have this experience, and the vast majority end up being successful, they are not intimidated by dual enrollment courses during the next three years. This helps students that previously might not have considered dual enrollment as an option. This is an essential step in being prepared for the rigor of college. MOT also supports the participation in dual enrollment by a wide variety of students by covering the cost of dual enrollment for those who qualify for assistance based on their income.

A key root cause for the On Track Attendance metric is working hard to make school a place that students are welcome and where they want to be. While quick communication about absences and a strong attendance policy still are essential, in the end what really gets students to school is the students themselves. If they are invested in their education, feel welcomed by the building, have teachers that both support them and hold them accountable, they find a way to get to us every day. Last year, our On Track Attendance was the highest it has ever been at 96%.

The On Track in Ninth Grade measure is a rating of whether freshmen are passing the credits they need to move onto tenth grade. This has been identified by research as a key indicator of overall high school success. The freshmen teachers at MOT's high school are quite aware of the importance of getting students off to a good start. Our students come from approximately 40 different middle school experiences, so we are unable to rely on any particular set of behaviors that students learned in eighth grade. This means that we must explicitly teach in ninth grade those behaviors that our freshmen will need to be successful. These behaviors are taught not only in the context of students completing their work but also in the context of a mixed grade level advisory period that students have each day.

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- b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?

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MOT will look to maintain its School Quality/Student Success level of earning virtually 100% of the possible points. Continuing the root causes mentioned in 2.4a will allow us to make additional progress in these areas. In both the On Track in Ninth Grade and On Track Attendance measures, we are close to achieving our goals of 100%. Our attendance is slightly lower at the high school campus than it is at the K8 campus, so that is an area we will target for the coming school years. It seems likely that in order to target these last few students who are not On Track for Attendance, it will take individual plans specific to the needs of particular students. This is where we plan to begin.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.**

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MOT will continue to use the measures currently in place. Attendance is closely tracked and reported to the School Board on a monthly basis. In 2018-19, we streamlined our procedures for attendance intervention and truancy to allow administrators and counselors to get an early jump on those that are showing signs of poor attendance. Freshmen grades form the basis of the On Track in Ninth Grade measure and these are also closely tracked by our guidance office, advisors, administrators and teachers. Early intervention and communication also form the basis of our success in this area.

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## 2.5 Graduation Rate

Metric	2017-2018			2018-2019			2019-2020		
	Value	Points	Points Earned	Value	Points	Points Earned	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	n/a	n/a	n/a	97.32%	75.00	73.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.		
ESEA Adjusted 5-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a			
ESEA Adjusted 6-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a			

### DOE Summary:

MOT Charter School had its first graduating class in June of 2018. Thus, SY 2018-19 was the first year that the school was eligible to earn a rating for this indicator. The school earned an “Exceeds Expectations” rating for Graduation Rate.

### a) Graduation Rate ratings over the course of the charter term

<b>School Comments 2018-2019</b>	DSSF data for Graduation is lag data. The most recent data available shows that for the 2017-18 senior class, 97.3% of students graduated on time within four years. This high graduation rate is the culmination of four years of hard academic work by the teachers and students of MOT.
<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware does not yet report a graduation rate for MOT.

### b) Expected outcomes for Graduation Rate

<b>School Comments 2018-2019</b>	Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.
<b>School Comments 2017-2018</b>	Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.

### c) Progress measures to determine to track Graduation Rate outcomes

<b>School Comments 2018-2019</b>	<p>Our goal is for 100% of MOT seniors to graduate on time. We will continue to monitor student progress, providing academic and social intervention and working with families so that student, parent, and school are all pushing towards high school success.</p>
<b>School Comments 2017-2018</b>	<p>Because MOT Charter School is just beginning to have graduates, the State of Delaware has not yet reported a baseline graduation rate for MOT. We will receive this data for the first time in the 2018-2019 school year. Once we receive this data, we will analyze it for trends and ways that we can increase our graduation rate.</p>

The table above lists the school's available Graduation Rate ratings. Respond to the following questions. Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

**a. Based on the school's Graduation Rate ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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Unfortunately, we only have one year's worth of graduation data to analyze in order to highlight trends, root causes, and opportunities for growth. Looking at that data, along with an anecdotal review of our overall climate and culture, and a review of some of the School Quality/Student Success metrics discussed previously, we are able to highlight a number of programs and practices that lead to our strong overall graduation rate. Our dual enrollment program (discussed in previous section 2.4.a), which provides early and frequent exposure to college-level coursework, our 9<sup>th</sup> grade onboarding and mixed-grade advisory program (also discussed in previous section 2.4.a), which helps ensure that all of our students are provided the supports and tools required to begin their high school career successfully, and our college-bound culture, which exposes all students to the opportunities available to them at the post-secondary level, each help to ensure that our students remain connected with their teachers and classmates, the curriculum, and the school. By doing so, students receive positive reinforcement and remained engaged with their education throughout their high school careers, ultimately leading to a student body that keeps graduation from high school and college matriculation as a primary goal.

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**b. Looking ahead, what are the school's expected outcomes for Graduation Rate for all students and what steps will the school take to achieve them?**

Moving forward, we expect to maintain a similar graduation rate for all students. By maintaining our focus on the programs and practices mentioned above (dual enrollment program, 9<sup>th</sup> grade onboarding and mixed-grade advisory, and college-bound culture) we will continue to maintain high expectations, with a goal of high school graduation and college matriculation for all students. We will also continue to perform regular internal analysis of all of our practices to ensure that we continue to meet the changing needs of today's students and families.

**c. Describe how the school will measure progress to determine whether the school is on track to meet expected Graduation Rate outcomes for all students.**

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We will continue to monitor our a number of the School Quality/Student Success metrics that we feel are lead indicators of graduation rate, specifically career and college prep, on-track attendance, and on-track in 9<sup>th</sup> grade. We also regularly examine our student retentions from year to year to ensure that all students have the supports and structure needed for success.

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## 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	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Progress Toward English Language Proficiency	n/a	n/a	n/a	n/a	n/a	n/a	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

### DOE Summary:

Progress Toward English Proficiency was not applicable in SY 17/18 because the group size was not 15 or greater. In SY 2018-19, the school had a sufficient number of students and earned an “Exceeds Expectations” rating for English Language Proficiency.

### a) English language proficiency (ELP) ratings over the course charter term

<b>School Comments 2018-2019</b>	2018-19 was the first year that ELP data was reported for MOT Charter School. 69.7% of MOT Charter’s ELP growth target was achieved. This is above the Exceeds Target goal of 64%. At both the K8 and HS campuses, ELP students receive instruction in a pull out program that addresses their English Language Learner needs.
<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.

### b) Expected outcomes for Progress toward English language proficiency (ELP)

<b>School Comments 2018-2019</b>	In 2022, the target for ELP growth will increase to 74%. Our goal for this coming school year is to meet that target. Currently, our ELL staff are engaged in professional development opportunities offered by the state in order to improve their ELL knowledge. It is our belief that the increased understanding of ELL needs will allow us to achieve this goal.
<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.

**c) Progress measures to track English language proficiency (ELP) outcomes**

<b>School Comments 2018-2019</b>	MOT Charter School uses the state WIDA assessment to track ELL student progress and to identify areas of strength and weakness that can be targeted in ELL support sessions.
<b>School Comments 2017-2018</b>	Because of the small sample size, the State of Delaware did not report ELP data for MOT Charter School for the 2017-2018 school year.

**a. Based on the school’s English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school’s current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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MOT has a short history of Progress Toward English Language Proficiency data. In 2017-18, no data was reported because we were below the minimum sample size. In 2018-19, we did have data reported and at that time, 69.7% of our English Learners hit their growth target. This was above the Exceeds target for that year. In 2019-20, no data could be reported due to the COVID-19 pandemic. MOT did actually complete its EL testing before schools went remote for the year, and although we do not have Progress Toward Proficiency data, we do know how many students were able to test out of the program overall. On average, students spend from 4-5 years receiving EL services before they are able to demonstrate proficiency. Typically, some students never do gain proficiency before they graduate in twelfth grade. During 2019-20, we do know that 36% of our EL students were able to demonstrate proficiency and test out of the program. That, coupled with the students who would have met their growth target, even if they did not yet reach proficiency, makes it appear that we would likely have continued our positive results in 2019-20.

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**b. Looking ahead, what are the school’s expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?**

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Going forward, MOT’s expected outcome is to continue to meet the Exceeds rating for Progress Towards English Language Proficiency, even as that target for success continues to rise over the years. A particular challenge for EL programs across the nation is helping high school level students achieve proficiency. Typically, the students who still receive EL services in high school are the most difficult to move forward. This has been a pattern at MOT as well, where we have been more successful in moving our elementary students to proficiency than our high school students. When it is considered that about 75% of our ninth graders come from middle schools outside of MOT, it is particularly challenging to help our high school students achieve success because we only have four years to do so. Still, our next step is to analyze the results of our high school EL students and make changes to our current program. Our focus is twofold - to revise our HS program to better meet the needs of students and to help our classroom teachers better understand how they can incorporate EL techniques and learning into their everyday teaching.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.**

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MOT will continue to use the data generated by the WIDA assessment to both identify EL students and to track their progress. As part of the monitoring progress for EL students, their reading and math results, attendance and discipline are tracked at every interim by their EL instructor to determine if their EL supports are helping them achieve success. When this progress monitoring demonstrates a problem, interventions will be implemented, similar to what takes place in the RTI process.

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### III. ORGANIZATIONAL PERFORMANCE

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

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

#### 3.1 Mission Specific Goal(s)

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

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain high academic standards with a focus on 21<sup>st</sup> century skills, utilize diverse and student-centered teaching strategies, and develop high levels of student and parent engagement. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the 5Essentials survey. To measure high academic standards with a focus on 21<sup>st</sup> century skills, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure diverse and student-centered teaching strategies, we will review data from the 7 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure high levels of student and parent engagement, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to meet the standard of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be approaching the standard. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered far below the standard.

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?

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	<p><b>Meets Standard:</b> Average score of 60 or greater in all three assessment categories</p> <p><b>Approaching Standard:</b> Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p><b>Far Below Standard:</b> Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	5Essentials Survey	PDF Upload and entry into system by DOE.	1a1

DOE Summary:

a) mission specific goal(s).

<b>School Comments 2018-2019</b>	MOT Charter met our mission specific goal for the 2018-2019 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21st century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
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<b>School Comments 2017-2018</b>	MOT Charter met our mission specific goal for the 2017-2018 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21st century skills, diverse and</i>
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	<i>student-centered teaching strategies, and develop high levels of student and parent engagement.</i>
<b>School Comments 2016-2017</b>	MOT Charter met our mission specific goal for the 2016-2017 academic year, achieving an average score of greater than 60 in each of the three main areas of focus – <i>high academic standards with a focus on 21<sup>st</sup> century skills, diverse and student-centered teaching strategies, and develop high levels of student and parent engagement.</i>

**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

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

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MOT Charter School mission specific goal performance analysis for the 2018-2019 academic year: We created our mission specific goals as an outgrowth of our overall school mission and philosophy, and designed them to be assessed using data gathered in the 5Essentials survey that was conducted by the state of Delaware during the spring of 2016. Unfortunately, the state chose not to conduct the survey during the spring of 2016. In order to successfully gather the data required to gauge our success as defined in our mission specific goals, we incorporated the ideas behind the relevant questions from the 5Essentials survey into an internally created and conducted teacher, student, and parent surveys. For each of the three areas under study, high academic standards with a focus on 21<sup>st</sup> century skills (6 total subcategories), diverse and student-centered teaching strategies (7 total subcategories), and high levels of student and parent engagement (4 total subcategories), we chose specific survey questions that best captured the goal behind each subcategory. The percent of responses that indicated “agree” or “strongly agree” with the question was determined to be the “score” for that subcategory. Subcategory responses were then averaged to create an overall score for each of the three areas under study. *For the 2019-2020 academic year, MOT Charter School **Meets Standard** for its mission specific goals.* In each of the three areas under study, high academic standards with a focus on 21<sup>st</sup> century skills (88.39%), diverse and student-centered teaching strategies (85.18%), and high levels of student and parent engagement (82.30%), scores exceeded the 60% threshold.

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**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).**

Appendix 1 attached



### 3.2 Organizational Performance

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

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		
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

MOT Charter School has consistently met all Organizational Performance Framework Measures and standards over the course of its charter term.

**a) School's organizational performance over the current charter term**

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b>  MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Two of the original four founding board members remain active on the board. An additional two board members have been on the board</p>
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for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.

A dedicated and very active Board of Directors establishes the vision and provides guidance and oversight for school operations. The Board's members come with legal, financial, operational and marketing expertise. The Board of Directors and the Head of School work collaboratively, each understanding and respecting the roles and responsibilities of the other. MOT Charter also enjoys a very stable and highly experienced senior administrative staff.

- Head of School (4 years at MOT; previously 15 years as an educator, senior administrator and school leader; 8 years in business and operations management)
- K-12 Director of Student Services (10 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (5 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (15 years; previously a lead mentor)
- Business Manager (16 years)

#### **Shared Accountability**

MOT Charter embodies the phrase "it takes a village" not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school's success.

- Parents ensure that their students regularly attend school, are prepared for each day, and support their children with homework and participation in extracurricular activities. Parents also volunteer to contribute to the overall good of the school.
- Teachers plan meaningful lessons to ensure the best learning outcomes for all students and lead the many extracurricular opportunities available to our students.
- Support staff members effectively and efficiently meet their job responsibilities to contribute to a safe, friendly and calm school environment.
- Administrators keep us mission-focused, support and guide the efforts of others, and maintain communication to all stakeholders throughout.
- Students are active participants in, and are accountable for, their own learning. Students also create and maintain the safe and nurturing learning environment by being their best and expecting the best from others.

#### **Hiring Process Aligned with Our Mission**

MOT's hiring process is a multi-faceted and thorough process designed to identify potential team members with the skills, knowledge, drive, and passion to be successful at MOT Charter School. The hiring process for teaching staff includes the following steps:

- Resume Screen

	<ul style="list-style-type: none"> <li>• Telephone Interview</li> <li>• Panel Interview conducted by a team that includes parents, teachers, administrators and board members.</li> <li>• Writing Sample Review</li> <li>• Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and other teaching candidates. At the conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding their lessons.</li> <li>• Head of School Interview</li> <li>• Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.</li> </ul> <p><b>Exit Interviews</b></p> <p>When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.</p> <p><b>Satisfaction Surveys</b></p> <p>MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p><b>Written Policies and Procedures</b></p> <p>MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School received a “meets standard” rating in all sections of the Organizational Performance Framework. Additionally, we have received an overall rating of “meets standard” in each of the past five years. MOT Charter is fulfilling applicable state and federal requirements regarding our educational program, governance and reporting, students and staff, and facilities, transportation, health and safety outcomes. There are a number of practices of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p><b>Strong Site-Based Leadership</b></p> <p>MOT Charter’s Board of Directors is diverse and well-balanced with a good mix of stability provided by long-standing members and fresh energy and ideas provided by newer members. Three of the original four founding board members remain active on the board. An additional two board members have been on the board for 10 years or more. The large majority of board members are parents of currently enrolled students. Two teachers serve on the board.</p>
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- K-12 Director of Student Services (9 years; previously a K8 Academy Principal; three children attend MOT)
- High School Administrator (14 years; previously a K8 Academy Dean and Principal)
- High School Administrator (4 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (14 years; previously a lead mentor)
- Business Manager (15 years)

#### Shared Accountability

MOT Charter embodies the phrase "it takes a village" not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school's success.

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- Resume Screen
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- Panel Interview conducted by a team that includes parents, teachers, administrators and board members.
- Writing Sample Review
- Lesson Presentation. Teaching candidates are asked to present a 10-15 minute lesson to a group of MOT teachers and two other teaching candidates. At the

	<p>conclusion of the presented lessons, the teaching candidates are asked to collaborate with each other regarding the three lessons.</p> <ul style="list-style-type: none"> <li>• Head of School Interview</li> <li>• Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.</li> </ul> <p>Exit Interviews When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.</p> <p>Satisfaction Surveys MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p>Written Policies and Procedures MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
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Principal)

- K8 Academy Principal (13 years; previously a lead mentor)

#### Shared Accountability

MOT Charter embodies the phrase “it takes a village” not only in getting the job done, but in making sure the job is done well. The perspectives and input of all stakeholders informs all aspects of the life and program at MOT Charter. This includes families, students, teachers, staff and administrators. Decisions are never made in isolation; all stakeholders have the opportunity to engage in the decision-making process. Every stakeholder is accountable for, and shares equally in, our school’s success.

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#### Hiring Process Aligned with Our Mission

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- Resume Screen
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- Head of School Interview
- Collaborative Decision-making Process. Candidates are evaluated by the participating committee members at each step of the process using a rubric that defines the specific qualities that successful teachers at MOT Charter demonstrate.

#### Exit Interviews

When a family or staff member departs from MOT Charter School, we conduct an exit interview to better understand their experience at MOT and, if applicable, gain feedback regarding ways to improve.

#### Satisfaction Surveys

	<p>MOT Charter annually conducts surveys to obtain feedback from parents, students and employees regarding their experiences. The feedback is used by the Board of Directors and the administrative team to make continuous improvements to our program.</p> <p>Written Policies and Procedures</p> <p>MOT Charter maintains written policies and procedures that govern key functions. Internal written policies, including but not limited to the Family Handbook, Student Code of Conduct, Employee Manual, Admissions Policy, Bullying Prevention Policy, Suicide Prevention Policy, Teen Dating Violence and Sexual Assault Policy, Parental Involvement Policy, Acceptable Use Policy, School Wellness Policy, Cafeteria Meal Charge Policy, and the Family Educational Rights &amp; Privacy Act Policy are regularly reviewed and updated.</p>
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2018-2019</b>	See Above
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<b>School Comments 2017-2018</b>	See above
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<b>School Comments 2016-2017</b>	See above
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**c) Indicator measure where school did not meet standard or is approaching standard**

<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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**a. Describe the school’s organizational performance over the current charter term. (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.)**

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N/A

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

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MOT maintains a strong and dynamic organizational structure. In recent years we have added a number of school-wide positions in order to better coordinate our efforts across both campuses. One of these, our Director of Students Services, is tasked with overseeing transportation, emergency services, training and compliance, testing, mentoring, RTI, and ELL services, ensuring that our practices on both campuses are consistent and equitably applied. We have also added a Director of Special Education, who is able to focus solely on the needs of our special education students and teachers on both campuses and to ensure that we are consistently following all state and federal guidelines. As we have grown we have also committed additional administrative resources to both the high school and K8 Academy in order to ensure that we are able to maintain our personal connection with students and families. These changes to our organizational structure and practice allow our teachers to keep their focus on their classrooms and their students, and also allow our building-level leaders to focus on school climate and culture as well as teachers and their instructional practice and professional development needs.

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

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N/A

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## Performance Agreement

### Organizational Performance Expectations

MOT Charter School's overall organizational rating is meets. In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

<b>School Comments 2018-2019</b>	For the 2018-2019 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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<b>School Comments 2017-2018</b>	For the 2017-2018 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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<b>School Comments 2016-2017</b>	For the 2016-2017 academic year MOT Charter School received an overall organizational rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

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

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MOT has consistently earned an overall organizational performance rating of "meets standard" and we expect that trend to continue into the future. We monitor our progress in all organizational performance areas through a variety of methods including regular communication with DDOE and internal monitoring and reporting at the building, school and board level.

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### 3.3 Educational Program

a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

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N/A

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b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

**Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.

- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition **and** evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQulP rubric from nextgenscience.org.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.
- Questions:
  - 1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?
  - 2) Can you describe how you ensure accessibility for all students in science?
  - 3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state's expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

\*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

**Note:** Each item below must be addressed separately.

- a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

#### Transfer ESR process/Transition goals – State Spec Ed Audit 2017-18 SY

As a result of MOT Charter School’s state special education audit during the 2017-2018 school year, we were asked to provide our policy for reviewing transfer ESRs. MOT updated its review process for in-state transfer of student ESRs. In adopting in-state ESRs, MOT agreed to adopt it as is or update testing in areas of need as necessary. As far as adopting out-of-state ESRs, MOT reviews the incoming student report using the information provided and any additional evaluation information found by our school psychologist to create a new Delaware ESR.

Another area in review during the same state audit was how to create and monitor transition IEP goals. It was noted that transition goals in IEPs for students in grades 7-12 or students age 14 and above need to build over time in order for them to be progress monitored appropriately. MOT revised how goals were created and written based on the transition needs to help students show growth in these areas.

#### Retention – Summer 2018

As a result of a state complaint in the summer of 2018, MOT Charter School entered into mediation regarding a student who had just been found eligible for special education services. The same student was also scheduled to be retained for the upcoming school year. After mediation, MOT agreed to advance the student since the student had just recently become eligible for special education services that school year. In moving forward, MOT Charter School intentionally considers

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whether retention is appropriate or not after a student identifies as eligible for special education services and supports in the same school year.

#### High Need K Student – Fall 2019

In the fall of 2019, MOT Charter had to restructure Kindergarten special education supports and services to meet the needs of an incoming Complex student. After numerous IEP meetings, consultation with state services and legal inquiry, the IEP team determined it was essential the school create a C setting/Resource Room for full-day instruction. Up to that point this setting had not been needed in the school based upon student needs, but this setting is still being utilized to meet the identified student's continued need.

#### HS procedures when keeping discipline records for students with disabilities – Fall 2019

In the fall of 2019, a high school student was subject to an out-of-school suspension due to a violation of the school code of conduct. During the administrative review of the incident the parent made the school aware of a suspected disability (prior to this notification MOT was unaware of any suspected disability). Given this new information, MOT brought the student back from their suspension. When the student returned to the classroom MOT unintentionally mis-coded the absences. Rather than all days missed being recorded as suspension, the few days during which suspected disability was being researched and discussed with the parent and student's former schools were noted as excused absences. MOT Charter staff was given training on how to keep accurate disciplinary records for students with suspected and identified disabilities. Training was conducted to ensure the school administrative team and appropriate staff were aware of how to keep proper record of the number of days a student with a suspected or documented disability is out without services. These records are important because all days without services are to be counted towards the number of days that have passed before a manifestation meeting must be held. Evidence of the training was submitted to the DOE Director of Exceptional Children Resources and records/procedures were updated at MOT.

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**b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.**

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MOT Charter School views the Response to Intervention process (RTI) as a key step in supporting the academic growth and development of our at risk students. During the RTI process we systematically work to understand the needs of our struggling learners, develop interventions to meet their needs, and then assess the success of those interventions, modifying and changing them as needed. The program described below has been well established at MOT and has remained relatively constant. One recent change that did take place was the scheduling of high school students into specific advisory classes at the end of the day based on their RTI needs. Scheduling RTI services for

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high school students is a difficult challenge and incorporating it into the advisory time has helped us meet the needs of our struggling students.

### **Screening and Tier 1**

At the beginning of each school year at MOT, students in grades K-12 are screened in both reading and math to determine the current level of proficiency of each student. For more than fifteen years, MOT has used the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. This continued use of a screening tool means that instructional staff are familiar with its use, the instructional recommendations it makes, and how those recommendations can inform the RTI process. The MAP screening tool is nationally normed and thus is able to measure each student's current proficiency through a national percentile rank. In addition, since it is coded for the Common Core standards, it provides useful guidance for subsequent instruction for all students, struggling and otherwise. All students at MOT are screened using the MAP assessment in the fall and spring. Students in grades K-6 and at risk students in grades 7-12 are also screened a third time in the winter.

Student performance on the MAP reading and math assessments, combined with other knowledge and information about the student, determines a student's tier status. Tier 1 status applies to all students and represents the core classroom instruction that all students receive. For math and reading, this means the instruction that all students receive to achieve the Common Core standards adopted by Delaware.

### **Tier 2**

If a student scores at the 25% or below in either reading or math on the MAP screening, the student is considered for Tier 2 status. In order to make this determination, more data is collected about the student's current level of performance. Among other areas, additional data comes from current and historical grades, current and historical math and reading assessments, the student's past successes and struggles at MOT, teacher observations, and parent feedback. To make the determination of whether a student needs Tier 2 services, a school based team meets to consider the student's data. At a minimum, this team is always composed of the student's reading and math teachers, other grade level teachers, and a building administrator. Additional content experts and support providers (EL instructors, counselors, student advisors, content leads) also attend as needed.

Once a determination is made that a student needs Tier 2 supports in order to be successful, this same team seeks to define the academic concern and identify its root cause. Once a potential root cause is identified, the team develops a plan for intervention, including the amount of instructional time needed for intervention, what research supported interventions and materials are best suited to this particular learning need, and how progress will be monitored. At MOT, students must receive instruction based on the intervention plan at least 90 minutes a week over and above the Tier 1 instruction, though teachers are free to go beyond the 90 minutes if it can be scheduled. If based on screening, a student needs Tier 2 services in both reading and math, that student must receive a minimum of 120 minutes of instruction a week over and above the Tier 1 instruction. MOT places an emphasis on student interventions that are specific to the student, flexible, creative, research supported, and most importantly, interventions that work. While the student is receiving Tier 2 services, their progress is monitored every two weeks using a variety of assessments.

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If after six weeks the student shows insufficient progress or no progress, an Instructional Support Team (IST) meets to review the lack of progress. The IST team examines a variety of factors. These factors might include what level of progress has been made, whether the intervention was implemented according to its design, whether the amount of intervention time is sufficient, whether the intervention was progressing too quickly or too slowly for the student, or whether the root cause needs to be reassessed. A second six week round of Tier 2 intervention, incorporating any new revisions, is then implemented.

### **Tier 3**

If even after twelve weeks of Tier 2 instruction the student still does not show progress towards grade level benchmarks, then the student is designated to receive Tier 3 supports. Like Tier 2 interventions, Tier 3 interventions must be research supported and implemented with fidelity, but Tier 3 interventions have an additional level of intensity. At MOT, Tier 3 interventions occur on a daily basis and must total 150 minutes a week, though they can be more if it can be scheduled. If a student qualifies for Tier 3 services in both reading and math, the student must receive at least 180 minutes of Tier 3 instruction over and above Tier 1 instruction, per week. In addition, progress monitoring for students in Tier 3 now moves to a weekly basis. Tier 3 is a sustained and intensive intervention to help students get on track to meet reading and math benchmarks.

After six weeks of Tier 3 intervention, the IST team follows a similar cycle as to when the student was in Tier 2. If needed, the Tier 3 intervention is modified again and the student's progress is rechecked after an additional six weeks of Tier 3 intervention. If after the second of these Tier 3 cycles has occurred the student is still not making progress, the student is recommended for further evaluation. This evaluation may recommend special education services for the child, though it does not automatically do so. If evaluation does indicate that a student should receive special education services, those services do not replace but instead work with the Tier 3 interventions already in place. The student will receive both RTI and SPED services.

### **Overall Characteristics**

RTI tiers are meant to be flexible, with students moving between Tier 1, Tier 2 and Tier 3 as needed. In addition to being applied to Reading and Math instruction, MOT has applied the RTI cycle (identifying a root cause, developing an intervention plan, implementing that plan with fidelity, evaluating the student's progress) to other academic areas, to EL services, and to interventions around student behavior. RTI is a core part of what MOT uses to help students be academically successful.

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**c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.**

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MOT Charter School recognizes that English Learner (EL) Students are an important and growing part of our student body. Over the past years, MOT has gone from virtually no EL students to our present level of 25-30 EL students. We also recognize that identifying EL students is important because often these students need additional supports in order to be academically successful in school. This increase in our population over the last few years has caused MOT to solidify its program and to integrate it into both the K8 and HS campuses.

As a result, our current process is to begin by giving the Home Language Survey to all new students. This can occur at any grade but typically occurs in either kindergarten or ninth grade at MOT because these tend to be the grades where students enter into our system. If a family indicates on questions one, two or three of the Home Language Survey that a language other than English is spoken at home, MOT initiates its screening process.

First, a records review helps to determine whether the student is an active EL student, a former EL student, or a student that has never received EL services. Unless data indicates otherwise, all students who have never received services before are screened using the MODEL Screener (kindergarten) or the WIDA Screener. Depending on the situation, current or former EL students may also require the screener. The Home Language Survey and any screener given are filed in the student's cumulative file.

Data from the screener for identified students is then entered into the State EL Database to determine whether a student requires services. If services are required, the EL teacher for each campus will immediately set up the schedule for services and begin working with the student. The screening score of students who don't qualify are still entered into the EL Database as well.

If a student is determined to be eligible, families are notified in writing within 25 days of identification. The identification letter provides information to families about what services are being supplied, the frequency of the service, how the service will be delivered, and the staff delivering the service. The letter also provides contacts for questions as well as an acknowledgement that even though MOT does not recommend it, parents can decline services if they choose. Finally, the letter explains that all students must participate in winter ACCESS testing, even if they did choose to decline services. Notices of continued services are mailed to students at the beginning of each school year and a copy of those letters are filed in the students' cumulative folder.

During the year, all EL students are progress monitored three times a year on their grades, attendance, academic testing, and discipline. This information is examined by the EL teacher and administrator and entered into the EL Database. If the EL teacher's observations and other data indicate that a student is not progressing, the EL Team will alter the services being delivered and monitor the results of those changes.

If students receive an ACCESS score of 4.7 or higher from their end of year testing, they have graduated out of EL services. Families are informed in writing that their child no longer requires services and a copy of that letter is filed in the student's cumulative folder. Students who have scored

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out of EL services are still progress monitored for three school years by the EL teacher to ensure that they are continuing to be successful in school. If a student was observed to be struggling without EL support, a student intervention team would meet about the student to determine next steps and additional supports for the student.

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**d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.**

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MOT Charter School implements the use of an Instructional Support Team (IST) to analyze data collected through the RTI process and classroom interventions (academic and/or behavioral). This is so the IST team can analyze data and discuss interventions implemented in the classroom used with students over an 8-week period of time. After 8 weeks of time, the team then determines if what was implemented allowed students reviewed through IST to make progress. If not, while the student continues to receive interventions, the team recommends to the parent that the student receive continued tiered interventions or a psycho-educational assessment to determine eligibility for special education supports and services.

When the IST team reviews a student case, there may also be a need to hold a 504 eligibility meeting. Many times when this happens, the student may simply just need accommodations due to a medical condition impacting them in the classroom.

Overall through RTI reviews, IST team, counseling and psycho-educational resources provided at MOT Charter School, if a student has a need that significantly impacts them in the academic setting we have the resources to provide what they need through various avenues of support.

Sample IST meeting minutes and corresponding data available upon request.

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### 3.5 Governance and Reporting Requirements

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

\* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

**a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

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The MOT Charter Board of Directors evaluates the Head of School annually (typically in May/June). That evaluation consists of feedback on at least ten specific topics from Board Members and Administrative Staff. From that feedback, specific goals are created and shared with the HOS, which then constitute the direction of the HOS’ efforts in the coming year.

In addition, every few years the MOT Charter Board of Directors conducts a 360\* review, and solicits feedback from a large swath of the MOT Charter School community.

Once feedback has been collected (we currently use Survey Monkey Premium) in at least ten areas of HOS responsibility, the Executive Committee meets to review the information and discuss the goals and compensation adjustments (if any) for the HOS in the upcoming year.

The Board Chair and Vice Chair meet in person with the HOS after the Executive Committee has determined goals and compensation following the review process. All survey results and comments are shared as well as a formal letter including goals and salary information.

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**b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.**

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MOT Charter School utilizes the *Board On Track* platform to maintain records, meeting agendas and minutes, and board goals and directives. The MOT Charter School meets at least six times a year to discuss progress and goals. There are several permanent board committees tasked with the minutiae of Board oversight, including Governance, Finance and Facilities.

The MOT Charter School Board strives to stay above the day-to-day operations of the school, and we focus instead on policy initiatives, facilities improvement, and fiducial concerns.

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**c. Identify the school’s plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.**

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All MOT Charter Board Members are required to complete any state-mandated trainings (especially those concerning finance). In addition, board member are encouraged to bring their own passions and community affinities to the MOT Board of Directors.

New members are voted on the Board with a majority vote. In August 2020, we added a new Community member. In November 2020, we plan to add one parent Board member to the Board. At the September 2020, MOT Charter School’s Board of Directors had 10 members toward a by-law maximum of 12 members.

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**d. Describe the school’s process for succession planning including identification, development and retention of school leaders.**

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MOT Charter School is fortunate in that we have been able to grow, and in so doing elevate, some of our “in house” talent in administrative areas. Currently, MOT Charter has a HOS which oversees both of our campuses. There are three additional administrative team members with responsibilities K-12. In addition, we have two administrators who serve the K8 Academy and four administrators who serve the High School, providing a depth of talent should MOT Charter need to reconfigure our school leadership.

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**e. Share how the Board supports the school. Speak to the Board’s involvement in events, operations, and fundraising activities.**

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MOT Charter School’s Board of Directors attempts to remain well away from the daily operations of the school. Our sole employee is the Head of School. All hiring, employment, and other matters are done by the administrative team.

The current majority of MOT Charter’s Board Members are also parents, which leads to members often being in both buildings and most events. Board members are expected to attend senior graduation and the 8<sup>th</sup> grade promotion ceremony. Oftentimes board members can be found on the sidelines of athletic competitions and academic competitions, and in the audience of performances and concerts. Board members also make an effort to attend Open House evenings in order to talk to prospective and current parents.

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f. **Appendix 3:** Current Organizational Chart

g. Please complete the **Board Financial and Governance** table 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;

h. Please complete the **Citizen Budget Oversight Committee Membership and Training** table below.

i. Please include:

**Appendix 4** Board Governance Training Certificates and/or Documentation.

**Appendix 5** Board member and school leader succession plans.

**Appendix 6** Current board bylaws

### Board Financial and Governance Members and Training

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.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training (Board on Track Training) (PDMS Sessions 1,2,3) Date*
Mir Sadiq	Ali Khan	Jan 2018	Nov 2020	Board Member	11/27/19	12/5/19, 12/5/19, 12/5/19
Richard	Carroll Jr.	Nov 2018	Nov 2021	Board Member	12/2/19	9/25/19, 9/24/19, 9/24/19
Linda	Jennings	Nov 2018	Nov 2021	Board Member	7/1/11	8/29/19, 9/5/19, 9/5/19
Lilian	Latan	July 2020	July 2023	Board Member	9/27/20	In process
Travis	Piser	Nov 2019	Nov 2020	Teacher Representative	11/27/19	12/5/19, 12/5/19, 12/5/19
Lou	Savino V.	Jan 2018	Nov 2020	Vice Chair	12/16/19	12/5/19, 12/5/19, 12/5/19
Steve	Stallone	Jan 2018	Jan 2021	Board Member	11/27/19	12/5/19, 12/5/19, 12/5/19
Sam	Sullivan	Jan 2018	Nov 2020	Secretary	11/27/19	10/21/19, 10/21/19, 10/21/19

Jennifer	Taylor	Nov 2018	Nov 2021	Chair	11/27/19	12/5/19, 12/5/19, 12/5/19
Dave	Watlington	Jan 2018	Nov 2020	Treasurer	11/21/13	9/29/20, 9/29/20, 9/29/20
Edward	Southworth	N/A	N/A	Head of School (ex officio)	9/25/19	8/29/19, 9/5/19, 9/5/19

\*Please list only the most recent training date.

**DOE Summary:**

MOT Charter School has established standards for ensuring its board members are properly trained.

**School Comments  
2018-2019**

All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation in August of 2015, and participated in Board on Track’s “Board Performance Assessment Master Class” in November of 2018. All members also completed the DDOE financial trainings at the time they joined the board. Further, we have committed to having all members complete the recently released Governance Training series (all three sessions – Board Governance Standards, School Leader Evaluation, and Academic Oversight) and the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.

**School Comments  
2017-2018**

All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their “Governance Grader” tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.

**School Comments  
2016-2017**

All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their “Governance Grader” tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## Citizen Budget Oversight Committee Membership & Trainings

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.

First Name	Last Name	Role/Title	Financial Training Date
Meryl	Hewett	MOT Business Manager	6/4/2020
Linda	Jennings	Board Member	7/1/11
Edward	Southworth	Head of School	9/25/19
Jennifer	Taylor	Teacher Representative	11/25/2019
Joe	Ulizio	Parent Representative	12/13/2019
Richard	Riggs	DOE Representative	11/30/15
Dave	Watlington	Committee Chair	11/21/13

<b>DOE Summary:</b>
MOT Charter School has established a system for ensuring CBOC members are properly trained.

<b>School Comments 2018-2019</b>	All members of the CBOC completed the DDOE financial trainings at the time they joined the committee. Further, we have committed to having all members complete the new Financial Responsibility Training for Charter Board and Citizen Budget Oversight Committee Members offered by the DDOE through PDMS during the 2019-2020 academic year.
<b>School Comments 2017-2018</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the <i>Board on Track</i> corporation in 2015, and participated in <i>Board on Track's</i> "Board Performance Assessment Master Class" in November of 2018. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.
<b>School Comments 2016-2017</b>	All members of the MOT Charter School Board of Directors received governance training conducted by the Board on Track corporation utilizing their "Governance Grader" tool in August 2015. Additionally, our board chair and teacher representative attended a series of governance workshops as part of the National Association of Independent School Annual Conference in March 2017.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.6 Students, Employees and School Environment

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

**a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.**

N/A

**b. Provide information about the best practices the school uses to meet standards in the above noted areas.**

MOT Charter School regularly meets all metrics concerning students, employees and the school environment as outlined within the Organizational Framework. MOT has a well-established and well-developed administrative and organizational structure that ensures all appropriate regulations and best practices regarding student rights, teacher hiring and certification and overall institutional health and safety are followed. We have in place a system of checks and balances, in the form of a segregation of duties and a layered approval process, that dictates that no one staff member has complete responsibility in any one area.

**c. Include the following documents as appendices:**

**Appendix 7** Up-to-date Certificate of Occupancy

**Appendix 8** Up-to-date Fire Inspection Certificate

**Appendix 9** Up-to date Insurance Certificate(s)  
**Appendix 10** ERIP Reporting SY18/19 and SY19/20



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

2017-2018			2018-2019			2019-2020*		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
96	69	72	95	69	73	91	73	80

**\* To be completed by the school**

*Note: Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 18/19 and 90 teachers remained employed in SY 19/20, the school’s teacher retention rate would be 90%.*

**DOE Summary:**  
 MOT Charter School has maintained a 92.3% or higher teacher retention rate.

**a) School’s plans to monitor and minimize teacher attrition rates**

<b>School Comments 2018-2019</b>	We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.
<b>School Comments 2017-2018</b>	We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and work hard each year to ensure that we offer as competitive a compensation package as possible.
<b>School Comments 2016-2017</b>	We conduct a formal exit interview with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers reflected favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in

	employment decisions and work hard each year to ensure that we offer as competitive a compensation package as possible.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**b) School’s professional development plans support teachers and leadership.**

<b>School Comments 2018-2019</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, and diversity and inclusion committees.
<b>School Comments 2017-2018</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity for teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, diversity and inclusion, and innovation committees.
<b>School Comments 2016-2017</b>	MOT Charter maintains a strong commitment to professional development. We hold weekly PLC (professional learning community) meetings that focus on differentiation, curriculum support and development, and a variety of needs as indicated through formal and informal discussions with teachers. Additionally, we hold regular content-area meetings that provide the opportunity to teachers to share ideas and insights that are specific to their main area of instructional focus. Finally, we offer a number of leadership opportunities for teachers, including the chance to serve as content-leads, and to participate on a number of building-level or K-12 leadership teams, including instructional practice, culture and climate, diversity and inclusion, and our newly formed innovation committee.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report.

**a. Review the table above with the school’s teacher retention trends.**

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In recent years we have consistently seen a teacher retention rate of approximately 95% and we hope to continue that trend in the future. While this past year we dipped slightly from our average, the reasons indicated during exit interviews were similar to those offered in most other years. Of the seven teachers who left, five went to work for their local school district, one left teaching to have a child, and one retired at the end of a long career spent primarily at MOT.

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

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MOT recognizes that a stable and experienced teaching faculty is integral to the success and longevity of the school. We work hard to ensure that all faculty and staff members have the support and direction they need to feel fulfilled in the classroom and to provide the best possible student experience. Each year we conduct formal exit interviews with all faculty and staff members who choose to pursue employment elsewhere. In general, we have found that teachers leave for a variety of personal reasons, including, most frequently, a desire to work closer to home and family or to pursue a higher salary. At the same time, exiting teachers tend to reflect favorably on their time at MOT, citing a collegial atmosphere, positive relationships with students and a supportive staff and administration. We recognize that salary can be a driving factor in employment decisions and continue to work hard each year to ensure that we offer as competitive a compensation package as possible.

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**c. Describe how the school’s professional development plans have evolved over the course of the charter term to support teachers and leadership.**

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MOT Charter School is an organization that promotes the ideal that we are all learners. We invest in the development of academic pedagogy, instructional practice, and content development. As a K-12 organization, we work to meet our institutional needs and the individual needs of our staff and student body.

Our professional development plan is structured in a way that supports authentic learning. We understand clearly that PD is not a one size fits all model. Many of our educators are members of professional organizations that provide them access to high quality PD. Some examples include the:

- Association for Supervision and Curriculum Development
- Drama Teachers Academy; National Music Educators Association
- American Choral Directors Association
- International Society for Technology in Education
- International Technology and Engineering Educators
- National Science Teaching Association

Statewide organizations include the:

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Delaware Science Coalition  
Delaware Math Coalition  
Delaware Council of Teachers of Mathematics  
Delaware Literacy Coalition  
Delaware Social Studies Coalition

Some recent organizational professional development we have provided to our staff have focused on: Social and Emotional Learning, Diversity/Equity and Inclusion, Student Centered practices, and Restorative practices. These opportunities have supported our district wide goals and needs.

Building teacher leaders is another important component of our professional development planning. We have had staff members present at various conferences and coalition meetings. Our Instructional Leadership team is made up of content leads representing all disciplines. This team provides PD to staff, as well as engages in leadership workshops to enhance their own leadership skills.

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**d. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.**

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MOT Charter uses Delaware's statewide educator evaluation system, DPAS II. We focus heavily on educator growth and student improvement. We utilize the Component V student measure as one way, among many, to gauge teacher effectiveness. It is a commitment of our leadership team to be a presence in classrooms through informal walkthroughs beyond compliance of required observations. We strongly value the collaborative conversations that follow an opportunity to observe a teacher. It is here where we put our emphasis within the DPAS system.

Our leadership team participates in the training and credentialing process required to participate in DPAS. During the winter of 2019, MOT administrators teamed up with DEDOE and a member from the Danielson staff. This provided an opportunity for us to calibrate our observations, develop a deeper understanding of the rubrics, and the evaluation process. Also, a member of our leadership team worked closely with DEDOE and other stakeholders in the development of the new DPASS evaluation system.

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### 3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
  - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
  - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).
- 

In the event of closure or dissolution of the school, the school will follow the authorizer's charter school closure protocol and the Board of Directors would work closely with DDOE to coordinate parent notifications, transfer of records, and disposition of school assets in order to ensure a smooth and orderly transition that minimizes the impact on students and families.

The cash and cash equivalents shown on the June 30, 2020 audited financial statements totaled \$7,081,458, which is \$1,732,030 more than the reserves required for salary, accounts payable, board reserve, and USDA building reserve.

Salary Accrual: \$1,370,763 for FY21

USDA Building Reserve: \$722,273.60 for FY21

Board Reserve: \$3,200,924 for FY21

Accounts payable at June 30, 2020 was \$55,467

The Board of Directors, along with the Business Manager and Business Office support staff will be responsible for handling the school's final closeout activities after closure or dissolution.

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M (1 YR) AS (3 YR)	M	AS (1 YR) M (3 YR)	M	M	Meets Standard (expected results, based upon current audit)

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” overall rating for 2018-2019. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> </ul>
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	<ul style="list-style-type: none"> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> <li>• Board level Finance &amp; Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.</li> </ul>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School received a “meets standard” overall rating for 2017-2018. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-</li> </ul>
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<p><b>School Comments 2016-2017</b></p>	<p>MOT Charter School received a “meets standard” in all but one section of the Financial Performance Framework, resulting in a “meets standard” overall rating for 2016-2017. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial</li> </ul>



	frameworks when making significant financial decisions.
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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	See above
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<b>School Comments 2017-2018</b>	See above
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<b>School Comments 2016-2017</b>	See above
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2018-2019

**1. NEAR TERM INDICATORS**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

<b>2018-2019</b>
<b>94%</b>

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:**

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2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

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**School Comments  
2017-2018**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2017-2018
94%

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:**

2017-2018 was our first year enrolling students in grades K-12, and as such we continue to feel the effects of the challenge of building a high school from the ground up. We have met our target enrollment for 9<sup>th</sup> grade, and have every reason to expect to continue to do so in the future. We have taken significant steps this year to ensure that students who choose to attend the high school have the support and structures in place to succeed and thrive. By focusing on reenrollment trends at the high school level, we will be able to ensure continued growth and foresee no problems filling our high school in the next few years.

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2017-2018
1 YR: -2.95%
3 YR: 1.93%

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:**

MOT's 2017-2018 1 YR Total Margin is negative due to the fact that we used prior years' surplus funds to pay \$489,558.01 in principal to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. By using these funds to pre-pay this loan we save future interest payments and free up operating funds over the next three years. If we add the above non-operational amount back into our net income for the year, the adjusted total margin becomes .46% (\$65,450/\$14,376,812), making both our 1 YR and 3 YR Total Margins positive, which would result in a rating of *Meets Standard*.

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2017-2018

0.72

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

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MOT's 2017-2018 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$489,558.01 in principal paid to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. We made the decision to use prior years' surplus funds to pre-pay this loan in order to save future interest payments and free up operating funds over the next three years. If we remove this non-operational expense, our net income for the year would be \$65,450 (-\$424,108 + \$478,558.01) and the actual principal and interest amount for the 2017-2018 Principal and Interest calculation would be \$1,113,254 (\$1,602,812 - \$489,558.01), which would make the accurate Debt Service Coverage Ratio 1.47, which *Meets Standard*.

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**School Comments  
2016-2017**

**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

**2016-2017**

**0.11**

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

MOT's 2016-2017 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$15,971,963 in principal paid to convert the financing for our high school campus from a construction loan to a permanent loan. This one-time principal payment is offset by the one-time receipt of the proceeds of the permanent financing. The actual principal amount that should have been used in the 2016-2017 Principal and Interest calculation is \$598,513, (principal and interest payments for the year minus the amount of principal paid to convert from construction to permanent financing). This would make the accurate Debt Service Coverage Ratio 2.93, which *Meets Standard*.

**a. Describe the school's Financial performance over the current charter term (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.)**

N/A

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

While MOT's financial practices and financial outcomes have been consistently sound, we are always looking for ways to improve. Recently we have focused on cross-training and segregation of duties within the business office and human resource functions to help ensure that we have an adequate system of checks and balances.

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

Based upon our internal analysis of our financial audit, there are two measures for which MOT will receive a rating of "Approaching Standard" – (2a, total margin; and 2c, cash flow). In both cases these measures track 2 different data points (1 YR and 3 YR trends) and MOT receives a "meets" rating for 1 data point and an "approaching" rating for the other. For measure 2a, MOT's 1 YR total margin was positive, while our 3 YR total margin was negative. For measure 2c, MOT's 1 YR cash flow was negative, while our 3 YR cash flow was positive.

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**Explanation for measure 2a - 3 YR Total Margin:**

MOT's 3 YR total margin for 2019-2020 is expected to be -0.02%, which is considered "approaching standard." This 3 YR result is due solely to our 1 YR total margin result in 2017-2018. That year our 1 YR total margin was negative due to the fact that we used prior years' surplus funds to pay \$489,558.01 in principal to retire our WSFS Furniture, Fixtures, Equipment loan for our new high school campus. If we add the above, non-recurring and non-operational, expense amount back into our net income for that year, the adjusted total margin becomes .46% which would result in a rating of Meets Standard. The 1 YR total margin in every other year has resulted in a rating of Meets Standard.

**Explanation for measure 2c – 1 YR Cash Flow:**

MOT Charter School spent \$540,035 in capital improvement project funds to improve and expand the athletic fields at our high school campus and to modify the 2<sup>nd</sup> grade classrooms at our K8 Academy campus. The Board of Directors approved using prior year reserve funds to complete these non-operational capital improvements, resulting in a 1 YR cash flow of <\$81,163>.

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## Performance Agreement

### Financial Performance Expectations

MOT Charter School's overall financial rating is meets. In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### School Comments 2018-2019

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2017-2018

For the 2017-2018 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall financial performance rating of "meets standard" and fully expects to continue to receive a rating of "meets standard" in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
Not Applicable.

<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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**d. Discuss the school’s financial performance based on its approved Performance Agreement.**

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MOT Charter School consistently receives an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

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

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N/A

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**f. As appendices, please provide the following documents:**

**Appendix 11** Summary of Findings from Independent Audits (if applicable)

**Appendix 12** Final Fiscal Year 2020 Revenue & Expenditure Budget Report in the prescribed Department format

**Appendix 13** Approved preliminary Fiscal Year 2021 Budget in the prescribed Department format

**Appendix 14** Fiscal Year 2020 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

**Appendix 15** A list of all settlements (if applicable).

(Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)



## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

#### School Comments 2018-2019

##### **Supportive and Friendly Environment**

At MOT Charter, we place a heavy focus on school culture and the student and family experience. Students are empowered to be advocates for themselves and others in need. Kindness and respect make up two of our core values. We celebrate students and actions that contribute to a warm and friendly school environment. We employ a problem-solving approach to student discipline that builds understanding and good relations.

Our environment begins with students feeling supported in their academics, but extends well beyond the classroom. Students are provided with many opportunities to find success and enjoyment in extracurricular activities. We celebrate diversity by encouraging students to share about their customs and cultures throughout the year. A highlight of our program is the annual Multi-Cultural Fair, during which families come together to share the traditions, customs, and food of the wide range of cultures represented in our student body.

##### **Involved Parents**

Involved parents are a key ingredient to MOT's success. With over 500 family members logging almost 5,000 volunteer hours each year, the MOT parent body is fully engaged. Parents routinely help the school in many traditional ways such as providing support to classroom teachers, chaperoning field trips and dances and sending in items requested by teachers. However, parent involvement reaches much further than this. We have an incredibly active PTO that sponsors many school-wide events that help contribute to MOT's sense of community. The PTO also fundraises to provide operational support to both the K8 Academy and the High School. Parents coach athletic and academic teams, serve as club advisors and participate in our hiring process as members of interview panels. Parents help at recess and support other important school-wide functions such as the winter concert, graduation, and open house. Parents provide small group instruction to students who need extra help and those who need additional challenge. Finally, parent volunteers regularly provide support in our library.

##### **Rigorous, Student-Centered Instruction**

At MOT Charter School, classrooms are student-centered and lessons are designed to challenge and engage students in thoughtful inquiry, problem-solving, and analysis. Based on the Common Core standards for math and language arts and the Next Generation Science Standards (NGSS) for science, instruction guides students to increasingly deeper levels of understanding. Classroom experiences include discussion, independent and group research, collaboration with peers, presentations, projects, and real-world learning opportunities. While we expect all students to work to their potential, we accept that all students do not begin at the same place. We have a variety of supports in place to ensure that all students

continue to excel.

### **Responsive Curriculum**

Rooted in national content standards and best practices, and anchored by well-respected instructional resources, MOT Charter's curriculum is a living and evolving entity. Each year, the instructional staff analyze student achievement results from the prior year as well as information about the students in the current year to ensure that the curriculum is responsive to student needs. Using daily common planning time and ten professional development days over the course of the year, our faculty constantly look for innovative ways to engage and challenge students and to integrate learning across content areas.

### **Early Intervention**

Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.

### **Well-Rounded Arts Program Beginning In Kindergarten**

We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the Academy of the Arts and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

### **K-12 Continuous Course of Study**

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong

relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

**School Comments  
2017-2018**

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#### 1-to-1 technology program

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using Schoology as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the Schoology platform to portions of our K8 Academy, and have also begun to transition our middle school grades towards a more classroom-technology-rich environment. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms. Our hope in the next few years is to extend our 1-to-1 program to include our middle school students as well.

#### Commitment to Enrichment Programs at K8

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and strategic results driven thinking using all aspects of math, science, engineering, technology.

### School Comments 2016-2017

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Whether it is for academic, social, or emotional reasons, we are committed to intervening early when a student is struggling. Interventions begin with the teacher, student, and parents jointly creating a plan for success. These plans incorporate a variety of supports and resources available to students – including RTI (Response to Intervention) services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of RTI services, progress monitoring data is used to track whether students are progressing, maintaining, or falling farther behind. This data is used to adjust or change the interventions being used. When necessary, we also hold comprehensive early intervention meetings at which parents, students, teachers, administrators and support faculty meet to problem solve ways to help the student get back on track.



### Well-Rounded Arts Program Beginning In Kindergarten

We believe that a well-rounded education includes study in the arts. MOT's educational program provides students with the opportunity to participate in music, art, and drama beginning in kindergarten. As they enter middle school, students may choose to concentrate in one area of the arts. High school students have the opportunity for even greater exposure to the arts by joining the Academy of the Arts and choosing to major in digital communications, visual arts, dance, theater, vocal music or instrumental music.

### K-12 Continuous Course of Study

As a K-12 school, MOT Charter students have the opportunity to experience continuity from grade level to grade level over the course of their academic career. Students become a part of a small school community in which teachers and administrators get to know each and every student and their families. This is one of the reasons that MOT Charter has enjoyed extremely low student attrition year to year and above-average daily attendance. Because students progress through a continuous, vertically aligned curriculum with teachers who communicate and collaborate across content areas and across grade levels, we are better able to monitor and support student academic achievement and deliver instruction targeted to our students' needs.

The continuity from year to year likewise supports and enhances our school environment. Starting in kindergarten, students begin to build strong relationships with teachers, support staff, administrators and volunteer parents. High staff retention allows us to get to know our students and build strong relationships with our students and families. Over the years, students develop a profound sense of belonging and acceptance.

Further, from the start students are held to high standards of conduct and are expected to demonstrate kindness and respect throughout the community. As this expectation is reinforced year after year, students gain an increasingly deeper understanding and appreciation for what it means to work together to build a community.

### 1-to-1 technology program

Every high school student enrolled at MOT Charter is provided with a laptop and online access to all of their instructional materials. Using Schoology as our learning platform, students and teachers engage in a true blended learning experience. We have extended use of the Schoology platform to portions of our K8 Academy, and have also begun to transition our middle school grades towards a more classroom-technology-rich environment. This allows us the opportunity to provide greater differentiation for our students while also maintaining predominantly mixed-ability classrooms. Our hope in the next few years is to extend our 1-to-1 program to include our middle school students as well.

### Commitment to Enrichment Programs at K8

The MOT Charter K8 Academy recently modified the student academic schedule to include greater opportunities for enrichment. This adjustment to the schedule has allowed the middle school to recently develop a vocal ensemble and an instrumental band that meets throughout the year. In addition, students are engaged in a STEM Lab to apply their problem solving skills in an integrated class structure. STEM Lab expands content and skills from the core classes and builds teams of mixed 7th and 8th grade students to foster cooperative learning and

strategic results driven thinking using all aspects of math, science, engineering, technology.

**a. 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).**

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In addition to the school practices described above, in recent years we have focused our efforts in a few specific areas that we feel will help our students be well-prepared to thrive in an ever-changing world.

**Restorative Reflective Advisories:** It is important for us to be mindful of adolescent development and sensitive to the needs of our students. With that in mind, our team of educators work with students to improve behavioral outcomes. By having Restorative Reflective Advisories (RRAs), our hope is that students will reflect on some of the minor issues that can have large impacts on learning and the school environment. Our collective goal is to ensure that our environment remains positive and productive, and by holding students to high expectations and adding more staff and students into the conversation, we believe that is possible. The RRA has been utilized for minor behavioral incidents that have impacts on learning (*being out of dress code, cell phone use during the day, headphone use, late to class, etc.*). During this advisory period, students work with teachers and peers, as they apply problem solving skills in their quest to improve upon their behavior, think about how their actions impact themselves and others, as well as devise methods to make better decisions moving forward. This collective method enables students to feel supported and empowered to improve behavior, but also to make good decisions, as they model positive behaviors for others within our school community.

**Embedded Dual Enrollment:** At MOT Charter High School, the experience and delivery of Dual Enrollment opportunities are very different from other high schools. Students at MOT begin experiencing Dual Enrollment as early as freshman year. Additionally, Dual Enrollment opportunities are embedded directly into our current classes. Through our partnership with Wilmington University and Wesley College, our team of educators have worked with professors and academic deans from both schools to provide rigorous, college-level instruction. Course content is aligned to both state standards, as well as the curriculum formulated by each university. As a result, college courses are taught on our campus, during the school day, by our certified instructors- enabling our MOT Charter High School students to gain college credits that are transferable to institutions throughout the country.

**K8 Academy Mindfulness Initiatives:** In response to the changing world our students experience, it became evident several years ago that as a school we wanted to address student stress and provide ways to manage that stress. We began this process by collecting data through student-led goal setting meetings at the beginning of the school year. We identified a pattern of students communicating the stress they were feeling and the impact it had on their overall view of school and their own success. As student stress levels became a more evident factor in their learning and

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interactions with others, we investigated potential approaches to help students recognize the feelings they were having and how to regulate those feelings in positive ways that encouraged self-help and advocacy with a growth mindset. We determined that whole building mindfulness practices, classroom meeting circles, and targeted intervention using mindfulness strategies as replacement behaviors was an opportunity to help our students and staff work through times of stress and frustration. As a school, we have continued to seek resources and sustain a schedule of teacher training and support, we invited guest speakers who practice mindfulness in their classrooms to encourage and instruct in the use of these strategies, and we continued to include mindfulness moments as part of the larger emphasis for social and emotional learning as a whole building. We have moved to a point of scheduled time each day to practice and instruct mindfulness strategies and help students recognize their own needs and thoughts in order to better understand their emotions, work through frustration and handle conflict. We have appointed a mindfulness coach and provided her with training to help our teachers and encourage classroom practices embedding mindfulness into daily instruction and lead mindfulness activities. We have communicated with our parents our ongoing efforts in these areas and have received some excellent feedback - parents have reached out applauding our efforts and shared how their children discuss the strategies we have taught them and actively put them into practice at home.

**Technology:** The K8 Academy constantly strives to identify ways to engage learners with technology. We have recently added coding and robotics as a regular part of our related arts program across grades K-8. We have introduced Wonders Workshops with Dot and Dash robotics for our K-5 students. Further, our 6th grade students who have completed the program serve as learning coaches for our kindergarten through second grade students. We have also added Lego Mindstorm robotics and software in to our program. This has allowed our older students to advance to the next level of programming and introduced them to the more sophisticated programming needs that come with the addition of motors, light sensors, and other features. In our 7th and 8th grades, we continue with VEX robotics and more advanced instruction in coding.

Additionally, we have focused on the ways that technology can help learners investigate and communicate. We have introduced green screen technology into the classroom, first modeling how this tool can be used by students and then allowing them the opportunity to use green screen production in their own classroom projects and presentations. In addition to green screen technology, we have invited teachers and students to develop augmented and virtual reality experiences. Teachers have taken students on field trips through our AR/VR software and students are able to use this resource to enhance their own learning. The AR/VR cart has been used in many classes and across all content areas. Students are engaged and inspired by what they see and experience.

**Community and Relationship Building Focus:** When we consider what is important to learning and promoting the most effective learning environment, we recognize that building strong relationships is at the core. We place great value on our school culture and by extension our school community. In order to promote these ideals, we have developed three specific approaches that are meant to promote positive relationships within and outside of our classrooms. We utilize three specific approaches to build culture and positive relationships within our school - our staff and parent Climate and Culture Committee, our student Climate and Culture Committee, and our Mentor Program.

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Our schoolwide Climate and Culture Committee (C3) is made up of teachers, school leaders, and parents, and addresses some of the issues we see as important to maintaining a positive school culture. The focus of this committee is anti-bullying messaging and training, respectful and responsive communication, kindness and empathy and self-esteem building. We do this by engaging in school-wide monthly activities and summer culture projects. We celebrate our students, teachers, and staff with these activities.

Our Student C3 (Climate and Culture Committee) is made up of students from grades 3 through 8. Each year this group develops an event to celebrate our school community and message our strong belief in our pillars of kindness, respect, responsibility, and belief in oneself. They spend several months preparing and then lead the school in the event that they have designed and developed. They have held pep-rallies and a C3 Fair Day in recent years, and have really embraced the responsibility of helping to shape our school culture.

Finally, in the past two years we have implemented a student/teacher mentor program. At the K8 Academy, each staff member takes a group of about 10 students as their mentees and has an opportunity to meet with them to create connections, develop social skills, ensure that all students feel supported and included, and give each student an adult in the building with whom they feel comfortable sharing in times of need. As we have developed each of these programs aimed at building a positive and inclusive climate and culture, we have witnessed students feeling more engaged and included, seen them broaden their circles of friends, and recognize their ability to be a part of the big picture of what the MOT experience is and can be for everyone.

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## VI. Five-Year Planning

### 6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below.  
Ensure that the chart allows for the natural progression of students from year-to-year.

**Note: This will become the school's authorized enrollment for the new charter term.**

Projected Enrollment						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	75	75	75	75	75	75
Grade 1	75	75	75	75	75	75
Grade 2	78	75	75	75	75	75
Grade 3	75	78	75	75	75	75
Grade 4	76	75	78	75	75	75
Grade 5	75	76	75	78	75	75
Grade 6	77	75	76	75	78	75
Grade 7	75	77	75	76	75	78
Grade 8	78	75	77	75	76	75
Grade 9	188	188	188	188	188	188
Grade 10	181	188	188	188	188	188
Grade 11	164	176	183	183	183	183
Grade 12	172	159	171	178	178	178
<b>Total</b>	<b>1,389</b>	<b>1,392</b>	<b>1,411</b>	<b>1,416</b>	<b>1,416</b>	<b>1,415</b>

**Note:** An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a [Charter Modification Application](#) including budget sheets, and budget narrative reflecting the new enrollment figures.**

## 6.2 The school's plans for the next five years of the charter.

*(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)*

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

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MOT will continue to use those data sources that have a long history of implementation in our system. These include NWEA, SBAC, WIDA, DIBELS and other sources of nationally normed data. These data sources provide us a way to track the progress of individual students, groups of students, and the overall academic progress of the school as a whole. Typically, MOT evaluates in two areas - overall proficiency and student growth. All of the data sources above provide information that can assist with both of these functions. We expect that not only will our current level of success continue, but that we will be able to show even greater success in the future.

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- a. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

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Under the current DSSF model, performance targets increase each year. We have identified three student performance growth goals that we will pursue in particular. First, MOT will continue to achieve Meets or Exceeds in each category as the targets increase. Second, even though MOT does not currently have any science or social studies scores on which to set performance targets, it is our expectation that these areas will also fall in the Meets or Exceeds categories. Finally, as we have watched our ELL population increase, MOT recognizes that this will become an even more important population for our school. Our commitment is that ELL growth will continue to Meet or Exceed as this population increases.

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- b. Describe the student performance standards for the school as a whole.

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As a whole, MOT's student performance standard will be that we maintain our overall Meets or Exceeds rating.

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- c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum,

performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

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MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level. NWEA assessments provide specific feedback on student progress on state content standards: ELA, Mathematics and Next Generation Science Standards.

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2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

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MOT will continue to collect data throughout the school year. NWEA data is collected three times throughout the school year. Data is analyzed by the leadership team, classroom teachers, content leads, and support staff on an ongoing basis. Our current process is to analyze student data, recognize successes, identify areas where growth lags, and build a flexible plan to meet the needs of individual students and groups of students. Summary data is reported to the School Board as it becomes available and individual student data is shared with families throughout the year.

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3. Describe the corrective actions the school will take, pursuant to 14 *Del. C. § 512(5)*, if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

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As a growth-focused organization, a lack of growth in academic achievement would be our trigger for corrective action. Building-level administrative and instructional leaders would be tasked with designing and implementing any required corrective action.

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4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

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MOT Charter School will continue to monitor academic, organizational, and financial performance and management data, as reported through a variety of state systems. We have two standing board-level committees (Academic Excellence and Finance & Operations ) that conduct regular internal review of important student, operational and financial markers, the results of which are reported regularly at board meetings. We also continue to regularly review and respond to all state data systems, including our yearly financial audits, Financial Framework report, Organizational Framework reports and Delaware School Success Framework analysis. As areas of interest or concern are

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highlighted by any of these systems, we discuss these concerns at the board committee level and also as a K12 school leadership team, ensuring that appropriate attention and resources are directed to the area of concern and corrective action is planned as needed.

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5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

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MOT's K12 leadership team meets each week to discuss school operations and topics of interest. The team's standing agenda items include topics addressed by the Organizational Framework, such as curriculum and instruction for all students, but specifically relating to students with disabilities and English learners; student admissions and enrollment, discipline, records, and privacy; staff hiring, certification, and evaluation; and all facility, transportation, health and safety issues. Building principals take the primary lead in all areas relative to curriculum and instruction, while our Business Manager and K12 Director of Student Services share primary responsibility for all other regulatory and compliance issues. Members of the K12 leadership team regularly participate in board meetings, sharing out data and evidence with the full board. The Head of School, Business Manager and Board of Directors share oversight of all governance and reporting requirements.

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6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

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#### K8 Facility Improvements:

Over the past several years the school leadership team, including the building principal, curriculum director, and teacher-leaders from across the building have researched and investigated changes in the ways that students learn and how the educational environment impacts student success. Looking at successful regional, national, and international models, and how facility and environmental changes in those cases impacted teaching and learning, this group began exploring physical changes to our own building that would better meet the needs of today's learners by promoting student engagement, creative thinking and collaboration, critical thinking, and more effective teacher collaboration. More open and flexible spaces allow students to be more relaxed and comfortable during the academic day, and also provide an opportunity to share ideas more easily and quickly with their peers and teachers.

Our first action step was the transformation of one of our 6th grade classrooms. We began by seeking a highly motivated teacher who could identify the ways in which the classroom changes could provide opportunity for more student-centered learning, how spaces would allow for collaboration and how flexibility within the space would enhance learning. A proposal from that teacher included a number of unique and creative ideas, including flexible seating and learning spaces, and we partnered with a design company to help make her vision a reality.

Following the success of that initial change, we decided to expand our thinking to consider an entire grade level. The design team met and discussed ways to turn three, separate classroom space into one common learning space, while still maintaining some aspects of the traditional classroom

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environment. Ultimately the team decided to update the space in such a way as to allow teachers to move across classrooms more easily and work with different subsets of students according to their interests or needs. Interior walls separating the three classrooms were partially torn down and replaced with glass-paneled doors between rooms, allowing for the rooms to be opened to create larger spaces and closed when small group or independent work was more appropriate. We also changed floors, added more flexible and comfortable furniture, and upgraded lighting and color to reinvent the second grade into a Collaborative Learning Studio. Students can group, regroup, and get to know all teachers as part of their expanded learning circle. Each classroom has specific spaces that allow for small group interaction, large group discussion, and student-led opportunity for presentation and communication of their learning. Students talk about how they love the space, how they feel good about the learning and it feels special to be there. This work was completed prior to the 2019-2020 academic year and was paid for using a board-approved withdrawal of reserve funds.

Prior to the COVID-19 pandemic, we were planning on continuing with similar modifications in other grade levels, and possibly using our experiences with these modifications and facility improvements to envision a completely redesigned middle school wing. This new , which would serve as a bridge between our K-5 instructional model and our high school model and allow for a more seamless transition for students across grades K through 12. While the uncertainty surround COVID-19 has caused us to temporarily put our plans on hold, we are hopeful that once life returns to normal we will be able to get back to the drawing board.

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7. Provide detailed information on the board’s plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

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MOT Charter School’s Board of Directors continually reviews information and feedback in order to better serve our school. We survey parents, students, and faculty/staff. We judge ourselves on the following matrixes:

- Is our school financial solvent and stable?
- Have we considered all aspects of revenue/expenditure relations?
- Are our students meeting academic benchmarks?
- How do our students compare with students in cohort schools?
- Is our school a leading source of innovation and efficiency?
- Are our students and families happy with the environment and education that we provide?
- Are our staff members professionally fulfilled and is turnover minimal?

These fundamental questions are reviewed and considered at every meeting. We receive and review updates from our Head of School and Business Office in order to evaluate – from the budgeting process to the middle of the fiscal year to its end. MOT Charter also embarks on initiatives that fall outside of a “yearly” cycle, including innovative learning environment spaces for Second Grade at the K8 Academy, significant expansion of athletic facilities at the High School, enhancements of the Performance spaces at the High School, and other large-scale projects. Unfortunately, MOT Charter was forced to shelve a cutting-edge physical and scheduling configuration initiative in our Middle School (Grades 6-8) due to the COVID-19 pandemic.

8. Complete the Hourly Attendance Survey below.

## Hourly Attendance Survey 2021 - 2022 School Year

Number of school attendance days	180
	<hr/>
Number of full days	178
	<hr/>
Number of half days	2
	<hr/>
Number of instructional hours in a day	6.5
	<hr/>
Number of hours in a full day	7
	<hr/>
Number of hours in a half day	4
	<hr/>



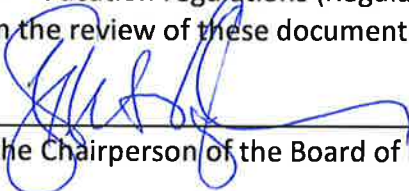
### VII. Compliance certification statement

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

09-28-2020  
Date of Signature

MOT Charter School  
Name of the Charter School

We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.

  
Signature of the Chairperson of the Board of Directors

Print/Type Name:	Jennifer Taylor
Title (if designated):	Chair, MOT Charter School Board of Directors

## VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

<b>Name of School:</b>	MOT Charter School
<b>Location:</b>	1156 Levels Road, Middletown, DE 19709

I hereby certify that the information submitted in this application for renewal 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; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.



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

09-28-2020  
Date

<b>Print/Type Name:</b>	Jennifer Taylor
<b>Title (if designated):</b>	Chair, MOT Charter School Board of Directors
<b>Date of approval by board of directors:</b>	Renewal application has been reviewed by Board of Directors and will be formally approved at the next regularly-scheduled meeting, October 21, 2020.

## IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

### DELAWARE DEPARTMENT OF EDUCATION

#### CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School

##### *MOT Charter School*

This Performance Agreement (“Agreement” is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and MOT Charter School, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school’s charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school’s charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework (“Framework”) as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School’s charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE, with the assent of the DSBE, may place the school’s charter on formal review pursuant to 14 *Del. C.* §515 (b).

**Background Information** (*Characteristics of school, current location, summary of student population and grades served by the school, etc.*)

MOT Charter School opened in 2002 as a public charter school. MOT’s curriculum is designed to emphasize problem solving, and our goal is to prepare students to be creative, intuitive, and analytical thinkers. MOT Charter is committed to meeting the needs of each and every student–

regardless of where they are on the learning continuum. The configuration of the school is designed to offer a public school experience in a small school setting. MOT parents are welcomed into a partnership with the staff and administration, which enables them to become an active, integral part of their child's academic, and MOT Charter School's, success. The school's founders are committed to choice in public education and strongly believed in building-level leadership.

MOT Charter School currently serves approximately 1,400 students in grades K-12 on two campuses in Middletown. The K8 Academy campus, located at 1156 Levels Road, opened in 2002 and was expanded in 2012. The High School campus, located at 1275 Cedar Lane Road, houses MOT's Academy of the Arts, and Academy of Science & Technology. In addition to their core academic subjects, MOT high school students are able to pursue a major of their choice within their academy. Arts majors can choose among Dance, Digital Arts, Instrumental Performance, Theater, Visual Arts and Vocal Performance, while STEM majors have their choice of Biotechnology, Computer Science or Engineering.

### ***Mission Statement & Philosophy***

MOT Charter School provides a challenging curriculum in a safe and nurturing environment where all children learn and flourish. By utilizing diverse teaching strategies and exposing students to a wide variety of educational experiences, we ensure that each child participates in, understands, and enjoys learning.

At MOT Charter School:

- A strong school community enables every child to reach his or her academic potential.
- Character development and personal responsibility form the basis for learning.
- Students are empowered and expected to be accountable for their own learning.
- Parents are invited and expected to be actively engaged in their children's education.

### ***Vision Statement***

The vision of MOT Charter School is to continue to provide an exemplary and fulfilling educational experience for all students, and to remain one of the leading public charter schools in Delaware.

## Academic Performance Expectations

MOT Charter School's DSSF ratings are:

Metric Area/Metrics	Points	Point Earned	Percent Point
<b>Academic Achievement</b>	100.00	71.00	71% Exceeds Expectations
<b>Academic Progress</b>	125.00	82.00	66% Exceeds Expectations
<b>School Quality/Student Success</b>	75.00	75.00	100% Exceeds Expectations
<b>Graduation Rate</b>	75.00	73.00	97% Exceeds Expectations
<b>Progress toward English Language Proficiency</b>	50.00	35.00	70% Exceeds Expectations
<b>Overall Percentage/Ratings</b>	425.00	336.00	79% Exceeds Expectations

*By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

*Mission Specific Goal(s):*

Under the current DSSF model, performance targets increase each year. We have identified three student performance growth goals that we will pursue in particular. First, MOT will continue to achieve Meets or Exceeds in each category as the targets increase. Second, even though MOT does not currently have any science or social studies scores on which to set performance targets, it is our expectation that these areas will also fall in the Meets or Exceeds categories. Finally, as we have watched our ELL population increase, MOT recognizes that this will become an even more important population for our school. Our commitment is that ELL growth will continue to Meet or Exceed as this population increases.

As a whole, MOT's student performance standard will be that we maintain our overall Meets or Exceeds rating.

MOT Charter has consistently used NWEA as a marker for student achievement and progress. NWEA is administered three times a year in grades K to 6 and twice a year for grades 7 to 12. This data is used to assist in determining a student's trajectory to achievement of grade level content. In addition, NWEA is nationally normed and it provides a broad picture of how MOT students are achieving. NWEA assessments have the additional advantage that they provide performance feedback for both students that are well below and well above grade level.

NWEA assessments provide specific feedback on student progress on state content standards: ELA, Mathematics and Next Generation Science Standards.



**IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.**

**[NAME OF SCHOOL]**

**DELAWARE DEPARTMENT OF EDUCATION**

**BY: \_\_\_\_\_**

**BY: \_\_\_\_\_**

**President**

**Secretary of Education**

**Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.**

**References:**

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

<sup>2</sup>Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.



**Renewal Application - September 30, 2020 :: Financial Performance  
Supplement**

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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	
2016-2017	M	M	M	M	M	M	M	AS	M	Meets Standard
2017-2018	M	M	AS	M	AS	M	M	AS	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	AS	M	M	Meets Standard

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	<p>MOT Charter School received a “meets standard” overall rating for 2018-2019. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of</li> </ul>
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	<p>Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</p> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> <li>• Board level Finance &amp; Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.</li> </ul>
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<p><b>School Comments 2017-2018</b></p>	<p>MOT Charter School received a “meets standard” overall rating for 2017-2018. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and</li> </ul>
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	<p>ask probing questions.</p> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> <li>• Board level Finance &amp; Operations Committee meets regularly to review monthly financial reports and ensure overall compliance with established internal and external controls.</li> </ul>
<p><b>School Comments 2016-2017</b></p>	<p>MOT Charter School received a “meets standard” in all but one section of the Financial Performance Framework, resulting in a “meets standard” overall rating for 2016-2017. Additionally, we have received an overall rating of “meets standard” in each of the past five years. There are a number of financial practices and strategies of which we are particularly proud, and feel these strengths contribute directly to our success in this area.</p> <p>Budget Process</p> <ul style="list-style-type: none"> <li>• Our annual budgets are based on conservative revenue projections.</li> <li>• We use actual employee and student data to project revenue and expenses versus estimates or averages which can vary widely.</li> <li>• We look at a three year history to more accurately project expenses.</li> <li>• In addition to the accrued salary reserve, we hold a reserve equal to 20% of revenues to protect against unforeseen financial impacts.</li> <li>• Our Business Manager, Head of School, and key members of the Board of Directors have a thorough knowledge of the unit count system and how funds are allocated to schools.</li> </ul> <p>Transparency</p> <ul style="list-style-type: none"> <li>• The Head of School and Business Manager ensure that there is full transparency in school operations, particularly in the use of school funds.</li> <li>• The Business Manager provides monthly financial reports to the Board of Directors and quarterly reports to the Citizens Budget Oversight Committee (CBOC). The reports include summary reports as well as source reports such as P-card purchases, credit card account statements, and system generated reports that detail all deposits and expenditures.</li> <li>• Board and CBOC members are trained in how to review the financial reports and ask probing questions.</li> </ul> <p>Internal Controls and Fiduciary Oversight</p> <ul style="list-style-type: none"> <li>• We have implemented and documented financial processes and procedures that provide for checks and balances and which include strong internal controls to minimize the potential for fraud and material errors.</li> <li>• The Board of Directors has a working knowledge of the Financial Framework and regularly monitors the school’s performance against the framework’s benchmarks. The Board of Directors also considers the impact on the financial frameworks when making significant financial decisions.</li> </ul>

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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	See above
<b>School Comments 2017-2018</b>	See above
<b>School Comments 2016-2017</b>	See above

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

School Comments  
2018-2019

**1. NEAR TERM INDICATORS**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

<b>2018-2019</b>
<b>94%</b>

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:**

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2018-2019 was only our second year enrolling students in grades K-12 and as such we continue to feel the effects of building a high school from the ground up. We have continued to grow our overall enrollment number, and have now met our target enrollment in grades K-10. We expect to continue to grow and expect to fill the remaining grades over the next few years. We have worked actively over the past year to promote our unique high school programs and also to ensure that students who have chosen to enroll in our school have the support and structures in place to succeed and thrive. By focusing on both enrollment and reenrollment trends at the high school level, we will be able to ensure continued growth and we are confident in our ability to fill our high school in the next few years.

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**School Comments  
2017-2018**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2017-2018
94%

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:**

2017-2018 was our first year enrolling students in grades K-12, and as such we continue to feel the effects of the challenge of building a high school from the ground up. We have met our target enrollment for 9<sup>th</sup> grade, and have every reason to expect to continue to do so in the future. We have taken significant steps this year to ensure that students who choose to attend the high school have the support and structures in place to succeed and thrive. By focusing on reenrollment trends at the high school level, we will be able to ensure continued growth and foresee no problems filling our high school in the next few years.

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2017-2018
1 YR: -2.95%
3 YR: 1.93%

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:**

MOT's 2017-2018 1 YR Total Margin is negative due to the fact that we used prior years' surplus funds to pay \$489,558.01 in principal to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. By using these funds to pre-pay this loan we save future interest payments and free up operating funds over the next three years. If we add the above non-operational amount back into our net income for the year, the adjusted total margin becomes .46% (\$65,450/\$14,376,812), making both our 1 YR and 3 YR Total Margins positive, which would result in a rating of *Meets Standard*.

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2017-2018

0.72

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

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MOT's 2017-2018 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$489,558.01 in principal paid to retire our *WSFS Furniture, Fixtures, Equipment* loan for our new high school campus. We made the decision to use prior years' surplus funds to pre-pay this loan in order to save future interest payments and free up operating funds over the next three years. If we remove this non-operational expense, our net income for the year would be \$65,450 (-\$424,108 + \$478,558.01) and the actual principal and interest amount for the 2017-2018 Principal and Interest calculation would be \$1,113,254 (\$1,602,812 - \$489,558.01), which would make the accurate Debt Service Coverage Ratio 1.47, which *Meets Standard*.

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**School Comments  
2016-2017**

**Measure 2d. Debt Service Coverage Ratio:**

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

**2016-2017**

**0.11**

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

**School Response To Rating:**

MOT's 2016-2017 Debt Service Coverage Ratio is lower due to the fact that the Principal and Interest figure used in the calculation includes \$15,971,963 in principal paid to convert the financing for our high school campus from a construction loan to a permanent loan. This one-time principal payment is offset by the one-time receipt of the proceeds of the permanent financing. The actual principal amount that should have been used in the 2016-2017 Principal and Interest calculation is \$598,513, (principal and interest payments for the year minus the amount of principal paid to convert from construction to permanent financing). This would make the accurate Debt Service Coverage Ratio 2.93, which *Meets Standard*.

**a. Describe the school's Financial performance over the current charter term (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.)**

N/A

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

While MOT's financial practices and financial outcomes have been consistently sound, we are always looking for ways to improve. Recently we have focused on cross-training and segregation of duties within the business office and human resource functions to help ensure that we have an adequate system of checks and balances.

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

For 2019-2020 MOT received a rating of "Approaching Standard" for measure 2c, cash flow. This measures track 2 different data points (1 YR and 3 YR trends) and we received what would be considered a "meets" rating for 1 data point (3 YR) and an "approaching" rating for the other (1 YR).

Our negative 1 YR cash flow was due to the fact that we spent \$540,035 in capital improvement project funds to improve and expand the athletic fields at our high school campus and to modify the 2<sup>nd</sup> grade classrooms at our K8 Academy campus. The Board of Directors approved using prior year

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reserve funds to complete these non-operational capital improvements, resulting in a 1 YR cash flow of <\$81,163>. Unfortunately, while these one-time non-operational expenses are included in our expenses for the year, the transfer of funds from our reserves is not included in our revenue for the year, resulting in a 1 YR negative cash flow.

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## Performance Agreement

### Financial Performance Expectations

MOT Charter School's overall financial rating is meets. In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

MOT Charter School has consistently met all Financial Performance Framework Measures and standards.

#### School Comments 2018-2019

For the 2018-2019 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2017-2018

For the 2017-2018 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

#### School Comments 2016-2017

For the 2016-2017 academic year MOT Charter School received an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
Not Applicable.

<b>School Comments 2018-2019</b>	N/A
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<b>School Comments 2017-2018</b>	N/A
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<b>School Comments 2016-2017</b>	N/A
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**d. Discuss the school’s financial performance based on its approved Performance Agreement.**

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MOT Charter School consistently receives an overall financial performance rating of “meets standard” and fully expects to continue to receive a rating of “meets standard” in the future. We monitor our progress in all financial performance areas through a variety of methods including regular communication with DDOE, frequent communications between senior school leadership and members of the board of directors, and internal monitoring and reporting.

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

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N/A

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**f. As appendices, please provide the following documents:**

**Appendix 11** Summary of Findings from Independent Audits (if applicable)

**Appendix 12** Final Fiscal Year 2020 Revenue & Expenditure Budget Report in the prescribed Department format

**Appendix 13** Approved preliminary Fiscal Year 2021 Budget in the prescribed Department format

**Appendix 14** Fiscal Year 2020 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

**Appendix 15** A list of all settlements (if applicable).

(Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

**Appendix 1 - Data Source for Mission-Specific Goal(s)**

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

MOT Charter School strives to live its mission every day in all facets of its program. In reviewing the mission and philosophy of the school, three areas of focus emerge – we strive to maintain high academic standards with a focus on 21<sup>st</sup> century skills, utilize diverse and student-centered teaching strategies, and develop high levels of student and parent engagement. To assess our success in meeting these goals, we will utilize data gathered in specific sections of the SEssentials survey. To measure high academic standards with a focus on 21<sup>st</sup> century skills, we will review data from the 4 subsections of the “Ambitious Instruction” section of the survey, along with the “Classroom Rigor” and “Inquiry-based Science Instruction” supplemental measures. To measure diverse and student-centered teaching strategies, we will review data from the 5 subsections of the “Collaborative Teachers” section of the survey, along with the “Innovation” and “Reflective Dialog” supplemental measures. To measure high levels of student and parent engagement, we will review data from the 3 subsections of the “Involved Families” section of the survey, along with the “Academic Engagement” supplemental measure. To determine our score for each of our three areas of focus, we will average the score of each survey subsection listed above. In order to meet the standard of the mission-specific goal, we will achieve an average score of 60 or higher in all three areas of focus. If one of the three areas has an average score of 40-59, or if two or three areas have an average score of 50-59, we would be considered to be approaching the standard. If one of the three areas has an average score below 40, or if two or three areas have an average score of 40-49, we would be considered far below the standard.

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				
Staff Measure	Definition of Rating	Data Source	Data Collection Process	Measure
	<p><b>Meets Standard:</b> Average score of 60 or greater in all three assessment categories</p> <p><b>Approaching Standard:</b> Average score of 40-59 in any one category. OR Average score of 50-59 in two or three categories.</p> <p><b>Far Below Standard:</b> Average score below 40 in any one category. OR Average score of 40-49 in two or three categories.</p>	Internal Surveys	Anonymous surveys conducted electronically.	1a1

MOT Charter School mission specific goal performance analysis for the 2018-2019 academic year. We created our mission specific goals as an outgrowth of our overall school mission and philosophy, and designed them to be assessed using data gathered in the 5Essentials survey that was conducted by the state of Delaware during the spring of 2016. Unfortunately, the state chose not to conduct the survey during the spring of 2016. In order to successfully gather the data required to gauge our success as defined in our mission specific goals, we incorporated the ideas behind the relevant questions from the 5Essentials survey into an internally created and conducted teacher, student, and parent surveys. For each of the three areas under study, **high academic standards with a focus on 21<sup>st</sup> century skills (6 total subcategories)**, **diverse and student-centered teaching strategies (7 total subcategories)**, and **high levels of student and parent engagement (4 total subcategories)**, we chose specific survey questions that best captured the goal behind each subcategory. The percent of responses that indicated “agree” or “strongly agree” with the question was determined to be the “score” for that subcategory. Subcategory responses were then averaged to create an overall score for each of the three areas under study. For the 2019-2020 academic year, MOT Charter School **Meets Standard** for its mission specific goals. In each of the three areas under study, **high academic standards with a focus on 21<sup>st</sup> century skills (88.39%)**, **diverse and student-centered teaching strategies (85.18%)**, and **high levels of student and parent engagement (82.30%)**, scores exceeded the 60% threshold.

A detailed breakdown of survey results is below, providing scores for each subcategory and an overall category average. The headings for the subcategories are tied directly back to the original 5Essentials survey. Attached please also find an excel file of the complete responses for each question used in the analysis.

#### Mission-specific goal setting

- I. High Academic Standards with a focus on 21<sup>st</sup> Century Skills – **88.39%** (average of all 6 subcategories)
  - a. Ambitious Instruction
    - i. English instruction **77.11%** (teacher survey Q7.1: 78.95%; 4-8 student survey Q2.5: 57.43%; HS student survey Q2.5: 94.96%)
    - ii. Math instruction **92.05%** (4-8 student survey Q3.4: 88.52%; HS student survey Q3.4: 95.57%)
    - iii. Academic press **90.07%** (4-8 student survey Q6.8: 97.98%; HS student survey Q6.8: 82.15%)
    - iv. Quality of student discussion **89.47%** (teacher survey question 7.3: 89.47%)
  - b. Classroom rigor **97.21%** (4-8 student survey Q7.91: 97.98%; HS student survey Q7.9: 96.43%)
  - c. Inquiry-based science instruction **84.43%** (4-8 student survey Q4.2: 85.82%; HS student survey Q4.4: 83.04%)
- II. Diverse & Student-centered Teaching Strategies – **85.18%** (average of all 7 subcategories)
  - a. Collaborative teachers
    - i. Collaborative practices **88.13%** (teacher survey question 10.3: 88.13%)
    - ii. Collective responsibility **88.14%** (teacher survey question 4.6: 88.14%)
    - iii. Quality professional development **79.66%** (teacher survey question 2.2: 79.66%)
    - iv. School commitment **67.79%** (teacher survey question 4.4: 67.79%)
    - v. Teacher-teacher trust **94.91%** (teacher survey question 6.1: 94.91%)
  - b. Innovation **96.61%** (teacher survey question 9.1: 96.61%)
  - c. Reflective dialog **81.04%** (teacher survey question 10.4: 81.04%)
- III. High Levels of Student & Parent Engagement – **82.30%** (average of all 4 subcategories)
  - a. Involved families
    - i. Teacher-parent trust **93.59%** (K5 parent survey Q5: 94.33%; MS parent survey Q5: 94.12%; HS parent survey Q5: 92.31%)
    - ii. Parent involvement in school **74.51%** (K5 parent survey Q8.4: 94.34%; MS parent survey Q8.4: 91.18%; HS parent survey Q8.4: 65.38%)
    - iii. Parent influence on decision making in **80.12%** (K5 parent survey Q7.4: 84.91%; MS parent survey Q7.4: 82.36%; HS parent survey Q7.4: 73.08%)
  - b. Academic engagement **80.98%** (4-8 student survey Q6.3: 87.84%; HS student survey Q6.3: 74.11%)



Student Survey - Grades 4-8

Relates to Mission Specific Goal Setting Question: Question

Students report doing the following in Language Arts class (Reading and Writing):

1.a.i	2.5	Use text evidence to support their answers. Students report that they do the following in Math class:	never	0	once or twice a semester	6	once or twice a month	10	once or twice a week	43	almost every day	88	Total	147	Weighted Average	4.45
			0.00%		4.03%		6.80%		29.23%		59.86%					

1.a.ii	3.4	Discuss possible solutions to problems with other students. Students report doing the following in Science class:	never	2	once or twice a semester	4	once or twice a month	11	once or twice a week	49	almost every day	82	Total	148	Weighted Average	4.39
			1.35%		2.70%		7.43%		33.11%		55.41%					

1.c	4.2	Use evidence/data to support an argument or idea. Out of these four subjects, which do you have first in the school week?	never	0	once or twice a semester	3	once or twice a month	18	once or twice a week	52	almost every day	75	Total	148	Weighted Average	4.34
			0.00%		2.03%		12.16%		35.14%		50.68%					

Answer Choices

Math	72
Science	48.65%
Social Studies	16.22%
Language Arts (Reading and Writing)	24
Answer these questions about the subject area you selected in question 5.	20.27%
	30
	14.86%
	22

11.b	6.3	The topics we are studying are interesting and challenging. The teacher doesn't let students give up when work gets hard.	strongly disagree	3	disagree	15	agree	83	strongly agree	47	Total	148	Weighted Average	3.18
1.a.iii	6.8	Answer these questions about the subject area you selected in question 5.	0.00%	0	2.03%	3	37.84%	56	60.14%	89	148	3.58		

1.b	7.91	The teacher expects everyone to work hard.	never	0	once in a while	3	most of the time	19	all the time	126	Total	148	Weighted Average	3.83
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Student Survey - High School  
Relates to Mission Specific Goal Setting Question: Question

1.a.i	2.5	Use text evidence to support answers. Students report that they do the following in Math class:	never	0	once or twice a semester	0	once or twice a month	6	once or twice a week	28	almost every day	79	Total	113	Weighted Average	4.55
			0.00%		0.00%		5.31%		24.78%		69.91%					

1.a.ii	3.4	Discuss possible solutions to problems with other students. Students report doing the following in Science class:	never	0	once or twice a semester	1	once or twice a month	4	once or twice a week	7	almost every day	101	Total	113	Weighted Average	4.94
			0.00%		0.88%		3.54%		6.19%		89.38%					

1.c	4.4	Use evidence/data to support an argument or hypothesis. Which of these subjects do you have first in the school week?	never	2	once or twice a semester	17	once or twice a month	38	once or twice a week	35	almost every day	20	Total	112	Weighted Average	3.48
			1.79%		15.18%		33.93%		31.25%		17.86%					

Answer Choices

Math	28
Responses	25.00%



Science  
 Social Studies  
 Language Arts (Reading and Writing)  
 Answer these questions about the subject area  
 you selected in question 5.

24.11% 27  
 18.75% 21  
 32.14% 36

The topics we are studying are interesting and challenging.  
 I work hard to do my best in this class.  
 The teacher doesn't let students give up when work gets hard.  
 Answer these questions about the subject area selection in question 5.

strongly disagree	disagree	agree	strongly agree	Total	Weighted Average
7.14% 8	18.75% 21	55.36% 62	18.75% 21	112	2.86
1.79% 2	3.57% 4	39.29% 44	55.36% 62	112	3.48
0.89% 1	16.56% 19	45.54% 51	36.61% 41	112	3.18

1.b 7.9 The teacher expects everyone to work hard.

never	once in awhile	most of the time	all the time	Total	Weighted Average
0.89% 1	2.68% 3	31.25% 35	65.18% 73	112	3.61

**Parent Survey - Grades K-5**

Relates to Mission Specific  
 Goal Setting Question:

Question

III.a.i

Overall, how satisfied are you with the education 5 your child/children is receiving at this school?

Answer Choices

Very dissatisfied  
 Somewhat dissatisfied  
 Somewhat satisfied  
 Very satisfied

To what extent do you feel:

Responses  
 3.77% 2  
 1.89% 1  
 20.75% 11  
 73.58% 39

III.a.iii 7.4 d) That you are an important part of improving the 7.4 school?  
 How often do you do the following?

Not at all	A little	Some	To a great extent	Total	Weighted Average
1.89% 1	13.21% 7	32.08% 17	52.83% 28	53	3.36

III.a.ii

8.4 d) Attend scheduled school events/ performances.

Never	Rarely	Occasionally	Usually	Always	Total
0.00% 0	1.89% 1	3.77% 2	28.30% 15	66.04% 35	53

**Parent Survey - Grades 6-8**

Relates to Mission Specific  
 Goal Setting Question:

Question

III.a.i

Overall, how satisfied are you with the education 5 your child/children is receiving at this school?

Answer Choices

Very dissatisfied  
 Somewhat dissatisfied  
 Somewhat satisfied  
 Very satisfied

To what extent do you feel:

Responses  
 5.88% 2  
 0.00% 0  
 17.65% 6  
 76.47% 26

III.a.iii 7.4 d) That you are an important part of improving the 7.4 school?  
 How often do you do the following?

Not at all	A little	Some	To a great extent	Total	Weighted Average
2.94% 1	14.71% 5	38.24% 13	44.12% 15	34	3.24

III.a.ii

8.4 d) Attend scheduled school events/ performances.

Never	Rarely	Occasionally	Usually	Always	Total
0.00% 0	0.00% 0	8.82% 3	44.12% 15	47.06% 16	34

**Parent Survey - Grades 9-12**

Relates to Mission Specific Goal Setting Question: Question

II.a.i

Overall, how satisfied are you with the education your child/children is receiving at this school?

Answer Choices	Responses
Very dissatisfied	7.69%
Somewhat dissatisfied	3.85%
Somewhat satisfied	42.31%
Very satisfied	50.00%

Response	Count	Percentage	Total	Weighted Average
Very dissatisfied	2	7.69%	26	2.81
Somewhat dissatisfied	1	3.85%	26	2.81
Somewhat satisfied	11	42.31%	26	2.81
Very satisfied	13	50.00%	26	2.81

II.a.ii

d) That you are an important part of improving the 7.4 school? How often do you do the following?

Response	Count	Percentage	Total	Weighted Average
Not at all	3	11.54%	26	2.81
A little	4	15.38%	26	2.81
Some	14	53.85%	26	2.81
To a great extent	5	19.23%	26	2.81

II.a.ii

8.4 d) Attend scheduled school events/ performances.

Response	Count	Percentage	Total	Weighted Average
Never	1	3.85%	26	2.81
Rarely	3	11.54%	26	2.81
Occasionally	5	19.23%	26	2.81
Usually	12	46.15%	26	2.81
Always	5	19.23%	26	2.81

Teacher Survey

Relates to Mission Specific Goal Setting Question: Survey Question

Teachers report that professional development this year has:

II.a.iii

Been sustained and coherently focused, rather than short-term and unrelated.

Response	Count	Percentage	Total	Weighted Average
Strongly Disagree	2	3.39%	59	2.86
Disagree	10	16.95%	59	2.86
Agree	41	69.49%	59	2.86
Strongly Agree	6	10.17%	59	2.86

II.a.iv

Take responsibility for improving the school, feel responsible that all students learn.

Response	Count	Percentage	Total	Weighted Average
None	0	0.00%	59	2.86
Some	4	6.78%	59	2.86
About Half	15	25.42%	59	2.86
Most	29	49.15%	59	2.86
Nearly All	11	18.64%	59	2.86

II.a.v

Teachers in this school trust each other.

Response	Count	Percentage	Total	Weighted Average
Not At All	0	0.00%	59	3.44
A little	3	5.08%	59	3.44
Some	27	45.76%	59	3.44
To a Great Extent	29	49.15%	59	3.44

II.a.vi

Students use data and text references to support ideas. Students build on each other's ideas during discussion.

Response	Count	Percentage	Total	Weighted Average
Never	2	3.51%	57	2.89
Once in a while	10	17.54%	57	2.89
Most of the time	37	64.91%	57	2.89
All of the time	8	14.04%	57	2.89

II.b

In this school, teachers are continually learning and seeking new ideas.

Response	Count	Percentage	Total	Weighted Average
Strongly Disagree	0	0.00%	59	3.39
Disagree	2	3.39%	59	3.39
Agree	32	54.24%	59	3.39
Strongly Agree	25	42.37%	59	3.39

II.a.i

Teachers discuss the managing of classroom behavior.

Response	Count	Percentage	Total	Weighted Average
less than once a month	1	1.69%	59	3.42
2-3 times per month	6	10.17%	59	3.42
1 or 2 times per week	19	32.20%	59	3.42
almost daily	33	55.93%	59	3.42

112

10.4 Teachers discuss what helps students learn best.

3.45%

2

15.52%

9

44.83%

26

36.21%

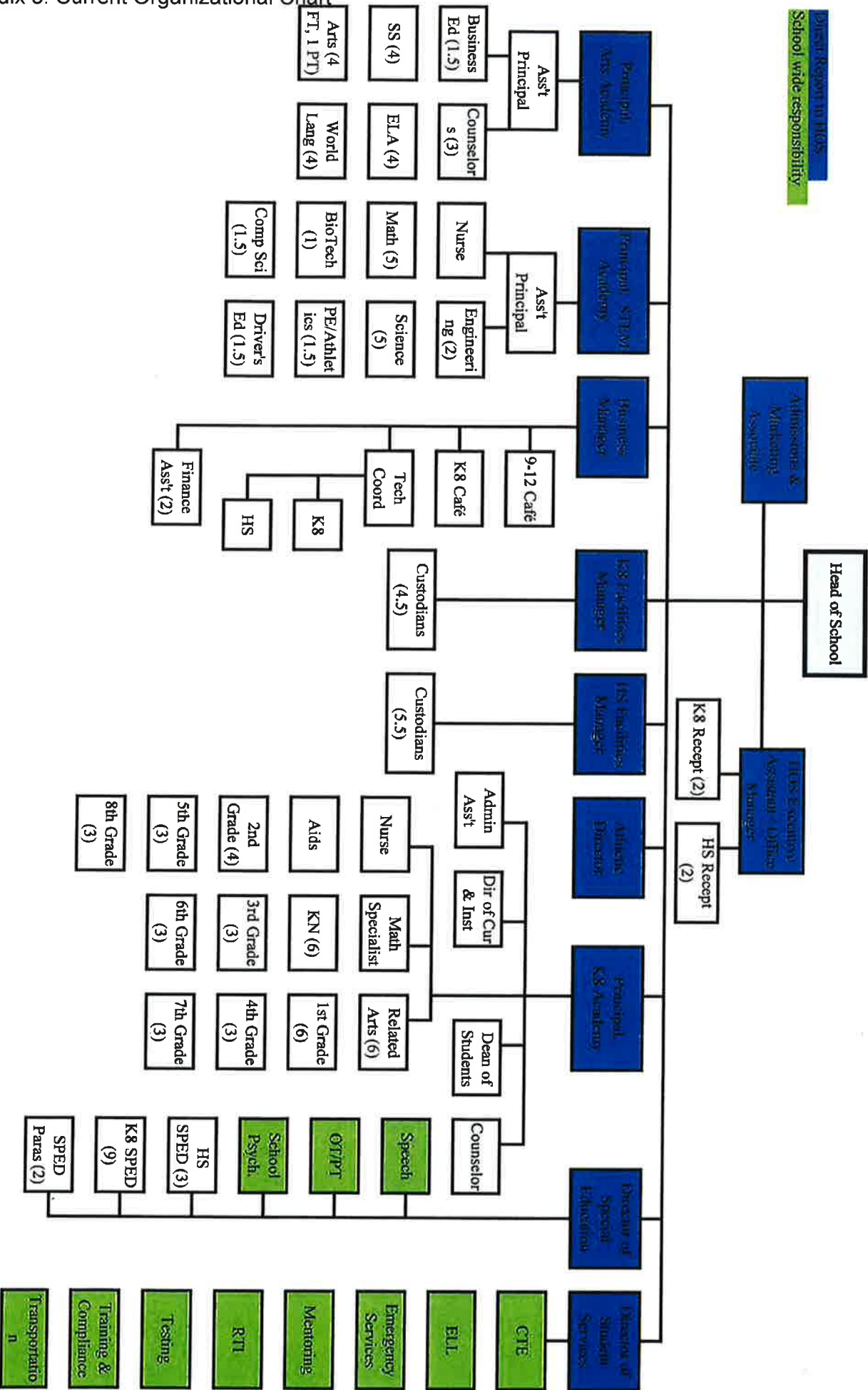
21

58

314

## **Appendix 3 - Current Organizational Chart**

# MOT Charter School 2020-2021 Organizational Chart



Direct Report to HOS  
School wide responsibility

## **Appendix 4 - Board Governance Training Certificates/Documents**

# Appendix 4: Board Governance Training Certificates

**Name:** Mirsad q Allkhan  
**Employee ID:** MOT Charter School, MOT Charter School  
**Sites:** MOT Charter School, MOT Charter School  
**Demographics:** Other  
 Other: No current position  
**Print Date:** 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1		Department of Education	263729	52407	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	11/27/2019	307243885	Completed	Complete	2.0 Hours Re-litensure	\$0.00	- Not Set -	- Not S
2		Department of Education	28301	51553	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	45132852	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
3		Department of Education	28302	51554	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	24826292	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
4		Department of Education	28303	51555	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	415817292	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
<b>Total:</b>															
Hours	Re-litensure														
2.0	District Credit (i.e. PIP)														
	Cluster														
0.0	Hours Only														
	Historical														

Name: Richard Carroll  
 Employee ID:  
 Sites: MOT Charter School, MOT Charter School  
 Demographics: Other  
 Other: No current position  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1.		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	12/02/2019	<a href="#">89855671</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not S
2		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	09/25/2019	<a href="#">92419698</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
3		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	09/24/2019	<a href="#">53462258</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
4		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	09/24/2019	<a href="#">49054875</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
Total:															
Hours															
2.0 Re-licensure															
District Credit (e. PIP)															
Cluster															
0.0 Hours Only															
Historical															



Name: Linda Jennings  
 Employee ID:  
 Sites: MOT Charter School, MOT Charter School  
 Demographics: Other  
 Other: No current position  
 Print Date: 09/26/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Course
1.		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	08/29/2019	<a href="#">2957468Z</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not Set
2.		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	09/05/2019	<a href="#">989887Z</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not Set
3.		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	09/05/2019	<a href="#">9017184Q</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not Set
<b>Total:</b>															
	Hours														
	Re-licensure														
	Distinct Credit (i.e. PIP)														
	Cluster														
	0.0 Hours Only														
	Historical														



# Certificate of Completion

*Lilian K Latam*

**Financial Responsibility Training for Charter School Board and Charter  
School Citizen Budget Oversight Committee Members**

September 27, 2020

A handwritten signature in black ink, appearing to read "Brook A. Hughes", is written over a horizontal line.

Brook A. Hughes, Education Associate  
Delaware Department of Education

Name: Travis Piser  
 Employee ID: MOT Charter School, MOT Charter School  
 Sites: Classroom Teacher  
 Demographics: Classroom Teacher, Secondary, Integrated Science  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours																																																																																																																
1.		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	09/31/2020	11/27/2019	<a href="#">73896498</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not S																																																																																																																
2.		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	<a href="#">96255399</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S																																																																																																																
3.		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	<a href="#">55490696</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S																																																																																																																
4.		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	<a href="#">84095247</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S																																																																																																																
<table border="1"> <thead> <tr> <th colspan="16">Total</th> </tr> <tr> <th>Hours</th> <th colspan="15"></th> </tr> </thead> <tbody> <tr> <td>2.0</td> <td colspan="15">Re-licensure</td> </tr> <tr> <td></td> <td colspan="15">District Credit (e. PIP)</td> </tr> <tr> <td></td> <td colspan="15">Cluster</td> </tr> <tr> <td>0.0</td> <td colspan="15">Hours Only</td> </tr> <tr> <td></td> <td colspan="15">Historical</td> </tr> </tbody> </table>																Total																Hours																2.0	Re-licensure																District Credit (e. PIP)																Cluster															0.0	Hours Only																Historical														
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	Historical																																																																																																																														

Name: Louis Savino  
 Employee ID:  
 Sites: MOT Charter School, MOT Charter School  
 Demographics: Other: No current position  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1.		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	12/16/2019	<a href="#">Z345154</a>	Completed	Complete	2.0 Hours Relicensure	\$0.00	* Not Set *	* Not S
2.		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	<a href="#">1995432</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not S
3.		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	<a href="#">61038548</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not S
4.		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	<a href="#">Z2609519</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	* Not Set *	* Not S
<b>Total:</b>															
Hours															
2.0 Relicensure															
District Credit (i.e. PIP)															
Cluster															
0.0 Hours Only															
Historical															

Name: Steven Stallone  
 Employee ID: MOT Charter School, MOT Charter School  
 Sites: MOT Charter School, MOT Charter School  
 Demographics: Other: No current position  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1		Department of Education	<a href="#">26379</a>	<a href="#">52407</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	11/27/2019	<a href="#">40093762</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not S
2		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	<a href="#">22127756</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
3		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	<a href="#">21846571</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
4		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	<a href="#">37332378</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not S
<b>Total:</b>															
Hours															
2.0 Re-licensure															
District Credit (i.e. PIP)															
Cluster															
0.0 Hours Only															
Historical															

Name: Samuel Sultman

Employee ID:

Sites: MOT Charter School, MOT Charter School

Demographics: Other  
Other: No current position

Print Date: 09/26/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Course Rating
1.		Department of Education	263179	52917	Financial Responsibility Training - Charter Board and Curriculum Budget Oversight Committee Members	09/13/2019	08/31/2020	11/27/2019	41MS8574	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not Set -
2.		Department of Education	283101	51553	Charter School Board Governance Training Session 1	06/26/2019	06/30/2024	10/21/2019	32995614	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not Set -
3.		Department of Education	283102	51554	Charter School Board Governance Training Session 2	06/26/2019	06/30/2024	10/21/2019	30521020	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not Set -
4.		Department of Education	283103	51555	Charter School Board Governance Training Session 3	06/26/2019	06/30/2024	10/21/2019	43026864	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not Set -
<b>Total</b>															
	Hours														
	2.0	Re-licensure													
		Detroit Credit (ie PTP)													
		Cluster													
	0.0	Hours Only													
		Historical													

Name: Jennifer Huibert-Taylor  
 Employee ID: MOT Charter School, MOT Charter School  
 Sites: Classroom Teacher, Classroom Teacher  
 Demographics: Classroom Teacher, Teacher, Middle, English, Comprehensive  
 Print Date: 09/18/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1.		Department of Education	<a href="#">26379</a>	<a href="#">52402</a>	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	11/27/2019	<a href="#">29250484</a>	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Nor Set -	- Nor S
2		Department of Education	<a href="#">28301</a>	<a href="#">51553</a>	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	12/05/2019	<a href="#">79874520</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Nor Set -	- Nor S
3		Department of Education	<a href="#">28302</a>	<a href="#">51554</a>	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	12/05/2019	<a href="#">37308585</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Nor Set -	- Nor S
4		Department of Education	<a href="#">28303</a>	<a href="#">51555</a>	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	12/05/2019	<a href="#">61728742</a>	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Nor Set -	- Nor S
<b>Total:</b>															
	Hours														
	2.0	Re-licensure													
		District Credit (i.e. PIP)													
		Cluster													
	0.0	Hours Only													
		Historical													

Name: Edward Southworth  
 Employee ID: MOT Charter School, MOT Charter School  
 Sites: Administrative: Principal, Elementary  
 Demographics: Administrative: Principal, Elementary  
 Print Date: 09/28/2020

#	Survey	Office	Course #	Section #	Title	Start Date	End Date	Completion Date	Certificate #	Registration Status	Grade	Clock Hours	Stipend Cost	Payment Status	Cours
1.		Department of Education	26379	52407	Financial Responsibility Training - Charter Board and Citizen Budget Oversight Committee Members	09/13/2019	08/31/2020	09/25/2019	28390657	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not 5
2.		DOE Student Support (Non-Academic Tng)	26530	52016	NAW/CSP: Suicide Prevention Training (SPTS)	07/01/2019	06/30/2020	09/16/2019	8239494	Completed	Complete	2.0 Hours Re-licensure	\$0.00	- Not Set -	- Not 5
3.		DOE Student Support (Non-Academic Tng)	28392	52023	NAW/CSPA: Trauma, Toxic Stress & Impact on Student Learning	07/01/2019	06/30/2020	09/24/2019	7336825	Completed	Complete	1.0 Hours Re-licensure	\$0.00	- Not Set -	- Not 5
4.		Department of Education	28301	51553	Charter School Board Governance Training: Session 1	06/26/2019	06/30/2024	08/29/2019	4322724	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not 5
5.		Department of Education	28302	51554	Charter School Board Governance Training: Session 2	06/26/2019	06/30/2024	09/05/2019	36381536	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not 5
6.		Department of Education	28303	51555	Charter School Board Governance Training: Session 3	06/26/2019	06/30/2024	09/05/2019	85464856	Completed	Complete	0.0 Hours Hours Only	\$0.00	- Not Set -	- Not 5
Total:															
Hours															
5.0 Re-licensure															
District Credit (i.e. PIP)															
Cluster															
0.0 Hours Only															
Historical															





# Certificate of Completion

*Dave Watlington*

**Financial Responsibility Training for Charter School Board and Charter  
School Citizen Budget Oversight Committee Members**

November 21, 2013

A handwritten signature in black ink, appearing to read "Brook A. Hughes".

Brook A. Hughes, Education Associate  
Delaware Department of Education



# **Certificate of Completion**

*Dave Watlington*

**Charter Board Governance Training**

**Session 1: Governance Standards**

September 29, 2020

---

John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



# Certificate of Completion

*Dave Watlington*

**Charter School Board Governance Training  
Session 2: School Leader Evaluation**

September 29, 2020

---

*John Carwell, Jr.*  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



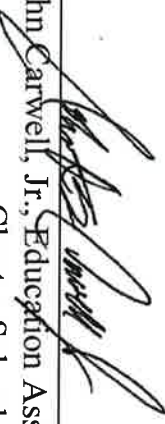
# Certificate of Completion

*Dave Watlington*

**Charter School Board Governance Training  
Session 3: The Board's Role in Academic Oversight**

September 29, 2020

---

  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education

## **Appendix 5 - Board Member and School Leader Succession Plans**

## **Appendix 5: Board Member and Leadership Succession Plans**

### **Board Executive Committee (Governance Succession)**

Jennifer Taylor – Chair

Lou Savino – Vice-Chair

Dave Watlington – Treasurer

Sam Sullivan - Secretary

### **Board Members**

The MOT Charter School Board of Directors currently has 10 members; term expiry information is below:

#### **Founding**

Linda Jennings – November 2021

Jennifer Taylor – November 2021

#### **Community**

Richard Carroll – November 2021

Steven Stallone – November 2020

Lilian Latan – July 2023

#### **Parent**

Sam Sullivan – November 2020

Dave Watlington – November 2020

Lou Savino – November 2020

Mir Sadiq Ali Khan – November 2020

#### **Teacher (one-year term)**

Travis Piser – November 2020

## **K12 Senior Leadership Team (Leadership Succession)**

### *Operational Leadership*

Head of School: Ned Southworth

Business Manager: Meryl Hewett

Director of Student Services: Mitch Weiss

### *Academic Leadership*

Head of School: Ned Southworth

HS Principal, Academy of the Arts: Faye Schilling

HS Principal, Academy of Science & Technology: John Scali

K8 Academy Principal: Terry Howarth

K8 Academy Director of Curriculum & Instruction: Shana Noll

## **Building-Level Leadership Teams**

K8 Academy Principal: Terry Howarth

K8 Academy Director of Curriculum & Instruction: Shana Noll

K8 Dean of Students: Mark Moore

K8 School Counselor: Shyra Jackson

HS Principal, Academy of the Arts: Faye Schilling

HS Principal, Academy of Science & Technology: John Scali

HS Assistant Principals: Taylor Beal, Eric Walter

HS Counselors: Gloria Boots, Kandis Lebron, Andrea Scali

## **Appendix 6 - Current Board Bylaws**



**CERTIFICATE OF INCORPORATION**  
**OF**  
**MOT CHARTER SCHOOL, INC.**

1. The name of the corporation is MOT Charter School, Inc. hereinafter referred to as the "Corporation."
2. The address of the registered office of the Corporation in the State of Delaware is located at 7 Du Pont Highway, St. Georges, County of New Castle, Delaware 19733. The registered agent of the Corporation at that address is the Corporation itself.
3. The purpose or purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code or corresponding provision of subsequent law. Without limitation to the foregoing, the Corporation is a nonprofit organization formed for the exclusively charitable purpose of educating children in the State of Delaware.
4. The term for which the Corporation is to exist is perpetual.
5. The Corporation shall be a membership corporation and shall have no authority to issue capital stock.
6. The number, qualifications, rights and limitations of members shall be as set forth in the bylaws of the Corporation.
7. The Corporation does not contemplate pecuniary benefit or gain incidental or otherwise.

8. The Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status (i) as a corporation which is exempt from Federal income taxation, as an organization of the type described in Section 501(c)(3) of the Internal Revenue Code, or in the corresponding provision of any subsequent law, or (ii) as a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code, or under the corresponding provision of any subsequent law.

9. No part of the net earnings of the Corporation shall inure to the benefit of or will be distributable to its directors, officers, members or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the corporate purposes.

10. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as may be permitted under Section 501(h) of the Code, or under the corresponding provision of any subsequent law); nor shall the Corporation participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of or in opposition to any candidate for public office.

11. In furtherance of the purposes set forth in Article 3 above, the Corporation shall have all the powers created by law, so long as they are consistent with the requirements of Section 501(c)(3) of the Code, including, but not limited to, the power to accept gifts, grants, devises, bequests of funds, or any other property from any public or governmental bodies and any private persons who shall include, but not be limited to, private and public foundations, corporations and individuals.

12. The business and affairs of the Corporation shall be managed by or under the direction of the board of directors in the manner prescribed in the bylaws of the Corporation. The number of members of the board of directors shall be set forth in the bylaws of the Corporation.

13. The Corporation shall indemnify the directors and officers of the Corporation to the fullest extent permitted by law.

14. The directors of the Corporation shall incur no personal liability to the Corporation or its members for monetary damages for any breach of fiduciary duty as a director; provided, however, that the directors of the Corporation shall continue to be subject to liability (i) for any breach of their duty of loyalty to the Corporation or its members, (ii) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law, or (iii) for any transaction from which the directors derived an improper benefit. In addition, the personal liability of directors shall further be limited or eliminated to the fullest extent permitted by any future amendments to Delaware law.

15. Pursuant to Section 141 of the General Corporation Law, no provision of Section 141 of the General Corporation Law shall apply to the Corporation if any such provision is inconsistent with any provision of the bylaws of the Corporation.

16. Upon the liquidation, dissolution or winding up of the Corporation, whether voluntary or involuntary, the assets of the Corporation remaining after the liabilities of the Corporation have been discharged or provided for, shall be transferred to such organization or organizations organized and operated exclusively for such purposes as are consistent with the Corporation's purposes and which are qualified as an exempt organization or organizations under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent law, as the Board of Directors shall determine.

17. The Corporation reserves the right to amend or repeal any provision contained in this Certificate of Incorporation in the manner now or hereinafter prescribed by the laws of the State of Delaware. All rights herein conferred are granted subject to this reservation.

18. The name and address of the Incorporator is Frances Gauthier, c/o Duane, Morris and Heckscher LLP, 1201 North Market Street, Suite 1500, Wilmington, Delaware 19801.

19. The powers of the Incorporator shall terminate upon the election of directors.

I, THE UNDERSIGNED, being the Incorporator, for the purpose of forming a corporation under the laws of the State of Delaware do make, file and record this Certificate of Incorporation, and, accordingly, have hereunto set my hand and seal this 30th day of December, 1999.

Frances Gauthier (SEAL)  
Frances Gauthier

STATE OF DELAWARE  
CERTIFICATE OF CHANGE  
OF REGISTERED AGENT AND/OR  
REGISTERED OFFICE

The Board of Directors of <sup>MOT</sup>  
~~M.O.T.~~ Charter School, Inc.,  
a Corporation of Delaware, on this 31<sup>st</sup> day of  
October, A.D. 2002, do hereby resolve and order that the  
location of the Registered Office of this Corporation within this State be, and the  
same hereby is 1156 Levels Road  
Street, in the City of Middletown,  
County of New Castle Zip Code 19709

The name of the Registered Agent therein and in charge thereof upon whom  
process against this Corporation may be served, is <sup>MOT</sup>  
~~M.O.T.~~ Charter School, Inc.,  
1156 Levels Rd, Middletown DE 19709

<sup>MOT</sup>  
~~M.O.T.~~ Charter School, Inc. a Corporation of Delaware,  
does hereby certify that the foregoing is a true copy of a resolution adopted by the  
Board of Directors at a meeting held as herein stated.

IN WITNESS WHEREOF, said Corporation has caused this certificate to be  
signed by an authorized officer, the 12<sup>th</sup> day of October  
A.D., 2002

By:   
Authorized Officer

Name: Linda Jennings  
Print or Type

Title: Asst. Treas.

**BYLAWS  
OF  
MOT CHARTER SCHOOL, INC.**

A not-for-profit corporation  
Amended and adopted as of April 7, 2002

**ARTICLE I – POWERS AND FUNCTIONS OF DIRECTORS**

Subject to limitation imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property and business of this corporation (the "Corporation"). The members of the Corporation (the "Members") shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- i. Adopting the bylaws of the Corporation;
- ii. Determining the general policies and strategic planning of the Corporation;
- iii. Establishing the annual budget and approving major expenditures;
- iv. Selecting projects and approving the overall budget of said projects;
- v. Approving the administrative budget of the Corporation;
- vi. Approving the annual financial statement of the Corporation; and
- vii. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

**ARTICLE II – MEETING OF THE BOARD**

Section 1. Compliance with Delaware Code.

The Board shall conduct its meeting within the State of Delaware as if it were a "public body" as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the "Act"), including provisions relating to the open meetings requirements of the Act. In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its member by any method, which preserves proof of such notice.

Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of one-third of the voting directors then serving, except as may otherwise be required by law. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 3. Reliance.

A member of the Board, or of any committee thereof shall, in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonable believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

### **ARTICLE III – MEMEBERSHIP OF THE BOARD**

#### Section 1. Number.

The Board shall consist of at least 7, but no more than 12 members. The initial Board shall consist of four members. However, the number of directors constituting the Board may be reduced as a result of vacancy or increased upon the election of additional members as provided in Sections 7 and 5, respectively, of this Article III.

#### Section 1a. Classes of Directors.

The Board of Directors shall be divided into four classes.

Class I shall be the members of the founding board and their replacements.

Class II shall be members of the community-at-large elected to the Board pursuant to Sections 5 and 7 of this Article III.

Class III. Once the Charter School has opened, at least one member of the Board shall be a certified Delaware teacher employed at the school elected to the Board pursuant to Sections 5 and 7 of this Article III.

Class IV. Once the Charter School has opened, at least one member of the Board shall be a parent of a student enrolled at the school and elected to the Board pursuant to Sections 5 and 7 of this Article III.

#### Section 3. Voting Rights.

Each director shall have one vote. All directors shall be deemed to constitute a single class for voting purposes.

#### Section 4. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

#### Section 5. Election and Term.

The initial directors of the Corporation shall be selected by the Incorporator pursuant to written action. Directors shall, in their discretion, elect additional eligible directors to Classes I, II, III, and IV pursuant to an affirmative vote of a majority of all the directors of the Corporation, provided that the limit on the number of directors set forth above in Section I of this Article III shall not be exceeded.

Directors in Class I shall have initial terms of four years. Directors in Class II shall have initial terms of 3 years. After the initial term of a director in Class I or Class II shall have expired, a successor to such director shall be elected by the affirmative vote of a majority of the remaining directors whose terms have not then expired. Each successor director in Classes I and II shall be elected to serve a term of three years.

Class III Directors shall serve terms of one year. After the initial term of a director in Class I or Class II shall have expired, a successor to such director shall be elected by the affirmative vote of a majority of the remaining directors whose terms have not then expired.

Class IV Directors shall serve terms of two years. After the initial term of a director in Class I or Class II shall have expired, a successor to such director shall be elected by the affirmative vote of a majority of the remaining directors whose terms have not then expired.

Each successor director shall be elected to serve in the same class of directors as his/her predecessor.

#### Section 6. Chair of the Board.

The Board shall elect, at its original meeting and each annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the next annual meeting of the Board and until elected and qualified or until his or her earlier resignation or removal by act of the board. The Chair shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board.

#### Section 7. Vacancies.

Any vacancy on the board shall reduce the number of directors constituting the whole Board and the number of duly elected and acting directors until such time, if any, as an additional eligible director is elected pursuant to Section 5 of this Article III.

#### Section 8. Removal.

A director may be removed from the Board with or without cause by an affirmative vote of at least a majority of directors.



Section 9. Compensation.

Directors shall serve without compensation.

Section 10. Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

**ARTICLE IV – COMMITTEES OF THE BOARD**

Section 1. Establishment by Chair.

The Chair of the Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Chair may, from time to time, designate and prescribe, except as indicated in Sections 2 and 3 below. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Chair may appoint another member of the Board to act at the meeting in place of any such absent or disqualified member. The Chair may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

With out limiting the foregoing, the Chair shall initially provide for the following committees: Executive Committee and Finance Committee.

Section 2. Executive Committee.

The Executive Committee shall consist of the Chair, Vice Chairs, the Secretary, and the Treasurer. The Executive Committee shall have and may exercise all the powers and authority of the Board, except as otherwise provided by law. Without limiting the foregoing, the Executive Committee shall approve of the Corporation's administrative budget, including the compensation of any employees.

Section 3. Finance Committee.

The Finance Committee shall consist of the Chair, the Secretary, the Treasurer and two other directors to be appointed by the Chair. The Finance Committee shall be responsible for establishing an annual budget, and an administrative budget, including the compensation of any employees.

Section 4. Action.

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the

committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the committee.

#### Section 5. Procedures.

Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

### ARTICLE V – MEMBERS

#### Section 1. Annual Meeting.

An annual meeting of the Members of the Corporation shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board.

#### Section 2. Special Meetings.

Special meetings of the members of the Corporation may be held at the call of the Chair for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

#### Section 3. Compliance with Act Notice.

A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier or by telegram not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting. In addition to the provisions of the §3, all meeting of Members shall be conducted pursuant to and in compliance with the Act.

#### Section 4. Quorum.

At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation, except to the extent that a greater number of Members may otherwise be required by law. And act of the majority of Member present and voting shall be the act of the members, except as may otherwise be required by these bylaws.

#### Section 5. Waiver or Consent.

The transaction of business at any meeting of the members of the Corporation, however called and notices and wherever held, shall be as valid as though held at a meeting after

regular call and notice, if a quorum is present and it, either before or after the meeting, each of the Members not present sign a written waiver of notice or consent to the holding of the meeting or an approval of the minutes. All such waivers, consents, or approvals shall be expressed in writing and filed with the corporate records or make a part of the minutes of the meeting; provided, however, that no such action shall be valid if taken in such a way as would not comply with the Act.

## ARTICLE VI – OFFICERS

### Section 1. Officers.

The officers of the Corporation shall consist of the Chair, Vice Chair, a Secretary, a Treasurer, and such assistants to the Secretary or Treasurer, as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, Vice Chair, Treasurer, and Secretary. Any person may hold more than one office.

### Section 2. Election and Term.

The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

### Section 3. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by appointment by the Chair.

### Section 4. Chair.

The Chair shall preside at all meeting of the Board and all meeting of the members of the Corporation. The Chair shall serve as the principal executive officer of the corporation. The Chair shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

### Section 5. Vice Chair.

Each Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chairs shall perform all the duties of the Chair.

Section 6. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

Section 7. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

**ARTICLE VII – EXECUTION OF INSTRUMENTS**

Section 1. Checks, Drafts and Orders for Payment of Money.

All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by one of the following officers: The Treasurer, the Secretary or any Assistant Treasurer or Assistant Secretary.

Section 2. Contracts.

All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

**ARTICLE VIII – INDEMNIFICATION**

Section 1. Right to Indemnification.

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any motion, suit, or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact that he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation or of a partnership, joint venture, trust or enterprise or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonable incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

## Section 2. Prepayment of Expenses.

The Corporation shall pay the expense (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment or of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

## Section 3. Claims.

If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

## Section 4. Nonexclusively of Rights.

The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Member or disinterested directors or otherwise.

## Section 5. Other Indemnifications.

The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, or employee or agent of another corporation, partnership, joint venture, trust, or other enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

## Section 6. Liability Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity; or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

## Section 7. Amendment or Repeal.

Any repeal or modification of the foregoing provisions of this Article VIII shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

#### **ARTICLE IX – CORPORATE SEAL**

The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

#### **ARTICLE X – AMENDMENT OF BYLAWS**

These bylaws may be amended, suspended or repealed by the affirmative vote of two-thirds of all Members of the Corporation at any meeting of the Members or by unanimous written consent of all Members.

#### **ARTICLE XI – GIFTS**

The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

#### **ARTICLE XII – FISCAL YEAR**

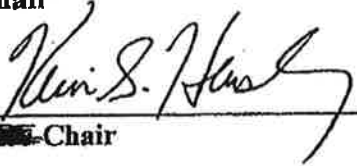
The fiscal year of the Corporation shall commence on the first day of July of each year.

**MOT Charter School  
BOARD RESOLUTION  
April 7, 2002**

**Upon proper motion and in accordance with the By-Laws of the MOT Charter School Board, the Board unanimously adopted the following resolution.**


**Resolved, that the Board hereby approves and adopts the By-Laws attached hereto, dated April 7, 2002 as amended therein, by this written consent.**

Chair

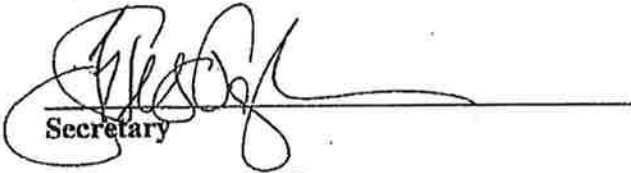


~~Chair~~

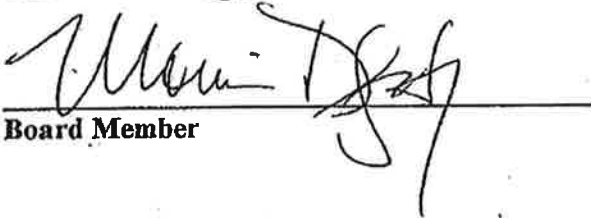
Treasurer



Secretary



Board Member







# MOT Charter School

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Middletown • Odessa • Townsend

December 9, 2010

John Carwell, Jr.  
Education Associate, Charter School Office  
Delaware Department of Education  
The Townsend Building  
401 Federal Street, Suite 2  
Dover, Delaware 19901

Dear Mr. Carwell,

Please find attached a resolution adopted by the Board of Directors of the MOT Charter School, Inc. in response to the Department of Education's Preliminary Report concerning MOT Charter School's October 2010 Application for charter renewal. This resolution amends MOT Charter School Inc.'s By Laws to satisfy 14 DE Admin Code 275.4.1.3.2.

I am available at your convenience should you have any questions or concerns regarding this submission.

Very Truly Yours,



Linda J. Jennings, Esq.  
Head of School

cc: Lou Savino, MOT Charter School Board of Directors, Chair



# **MOT Charter School, Inc.**

## **Resolution of the Board of Directors**

**December 9, 2010**

In accordance with the By Laws of the MOT Charter School Board, the Board unanimously resolved to amend the By Laws of the MOT Charter School, Inc. to incorporate the following provision to satisfy 14 DE Admin Code 275.4.1.3.2.

***“MOT Charter School, Inc.’s business is restricted to the operation of the MOT Charter School and related educational programs.”***

 (seal)  
Jolene Outten, Secretary

## **Appendix 7 - Up-to-date Certificate of Occupancy**

**NEW CASTLE COUNTY**

Department of Land Use - Licensing Division

87 Reads Way, New Castle, DE 19720

**CERTIFICATE OF OCCUPANCY**

**Effective Date:** 10/13/2015

**Permit Number:** 201409334

**Contractor:**

**Property Owner:**

GG&A (GRAYSON,GRAYSON & ASSOC)

MOT CHARTER SCHOOL INC

1050 INDUSTRIAL DRIVE, STE 110

1156 LEVELS ROAD

MIDDLETOWN, DE 19709-2802

SUITE 1410

MIDDLETOWN, DE 19709

**Parcel Number:** 1301300006

**Lot:** 1

**Property Address:** 1275 CEDAR LANE RD

**Subdivision:** MOT CHARTER HIGH SCHOOL

**Project Information:**

Applicable Code: 2006 International Building Code as amended by New Castle County

Occupancy/Use Group: E

Automatic Sprinkler System Provided.

Type of Construction: IIB

**Permission is hereby granted to occupy:**

78,238 SQ. FT. HIGH SCHOOL (MOT CHARTER)

The areas of the structure(s) listed above have been inspected for compliance with the applicable codes listed for the occupancy and the use for which the project is classified. Additionally, any special stipulations and conditions for this certificate are defined above.

This certificate of occupancy may be suspended or revoked wherever the certificate is issued in error, or on the basis of incorrect information supplied, or where it is determined that the building or structure or portion thereof is in violation of the provisions of the New Castle County Code.

**Code Official Signature**

*J. Joseph Ruberto*

# The Mayor and Council of Middletown

216 N. Broad Street – Middletown, Delaware 19709

**Kenneth L. Branner, Jr., Mayor**  
**Councilmen**  
 James L. Reynolds  
 Austin E. Waters  
 C. Alan Douglas  
 Catherine J. Kelly



**J. Morris Deputy, Town Manager**  
 302-378-9120/Fax 302-378-5672  
**Rebecca Ennis, Town Clerk**  
 302-378-2711/Fax 302-378-1167  
 Administration Offices  
 302-378-5670/Fax 302-378-5672

## Certificate of Occupancy

Electric: 1500.00  
 Water: 1500.00  
 Sewer:

Date 12/11/2001 Permit No. BP-2352-01

Applicant High Construction Address Lancaster, PA Contractor's License #  
 Permit to const school Story # of Dwelling Units

At 1156 Levels Rd., Middletown DE	Zoning District R-1B
Between tax parcel 14-006-00-003	And

Subdivision Lot Block Lot Size

Building is to be \_\_\_\_\_ ft. wide by \_\_\_\_\_ ft. long by \_\_\_\_\_ ft. in height

and shall conform in construction to type \_\_\_\_\_

use group \_\_\_\_\_ basement walls or foundation \_\_\_\_\_

Remarks: 54,714 sq ft one story with wood truss roof and steel stud walls sewer to be billed 6 after months of servi

Area or Volume Estimated cost: \$ 3,834,000.00 Permit fee: 19,165.0

Owner: MOT CHARTER SCHOOL Building  
 Address Department by: SUE AIKEN

<b>BUILDINGS</b> Permit No. BP-2352-01 Approved by <i>[Signature]</i> Date 6/27/02 Remarks	<b>OTHER</b> Permit No. Approved by _____ Date _____ Remarks
<b>PLUMBING</b> Permit No. BP-2352-01 Approved by <i>[Signature]</i> Date 6/27/02 Remarks	<b>OTHER</b> Permit No. Approved by _____ Date _____ Remarks
<b>ELECTRICAL</b> Permit No. BP-2352-01 Approved by <i>[Signature]</i> Date 6/20/02 Remarks	

## **Appendix 8 - Up-to-date Fire Inspection Certificate**



Appendix 8: Fire Inspection Certificate

Office of the State Fire Marshal  
Fire Protection System(s)  
Annual Certificate of Inspection



**OWNER OF THE PROPERTY**

**Name:** MOT Charter **Owner's Address:** 1275 Cedar Lane  
Middletown De 19709

**BUILDING/FACILITY**

**Name:** MOT Charter **Address of the Building** 1275 Cedar Lane  
Middletown De 19709

**TENANT / OCCUPANT**

**Name:** MOT Charter **Address:** 1275 Cedar Lane **Phone:** 302-740-0062  
Middletown De 19709 **Contact:** Al Husni

**Annual Certificate of Inspection**  **Report of a MAJOR deficiency (other than Annual Inspection)**

**DATE OF INSPECTION** 5-11-20

**FIRE PROTECTION SYSTEM INFORMATION**

**Licensed Company Name:** Anaconda Protective Concepts **License #:** FAL0252 / FSL0163

(for Water- Based systems) **Inspector's Name:** EJB **Certificate #:** WBC -2053

**SYSTEM TYPE:**

- Fire Alarm**
- Automatic Sprinkler:**
  - Wet Sprinkler*  *Dry Sprinkler*  *Pre-Action*  *Deluge*  *Water Spray*  *Other*
- Commercial Cooking**
- Special Hazard:**
  - HALON, Clean Agent, INERGEN, FM-200*  *Carbon Dioxide*  *Dry Chemical*  *Foam*  *Other*
- Standpipe:**
  - Wet Standpipe*  *Dry Standpipe*  *Other*

**SYSTEM ID:** Main Wet **SYSTEM LOCATION:** Side Sprinkler Room

**MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?**  **YES** (if so, describe below)  **NO**

**COMMENTS/DEFICIENCY DESCRIPTION**

5 Year Internal Inspection Due

*The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.*



**Office of the State Fire Marshal  
Fire Protection System(s)  
Annual Certificate of Inspection**



**OWNER OF THE PROPERTY**

Name: MOT Charter School Owner's Address: 156 Levels RdMiddletownDE19709

**BUILDINGS/ FACILITY**

Name: MOT Charter School Address of the Building: 156 Levels RdMiddletownDE19709

**TENANT / OCCUPANT**

Name: MOT Charter School Address: 156 Levels RdMiddletownDE19709 Phone: 1-302-376-5125

Contact:

Annual Certification of Inspection

Report of a MAJOR deficiency (other than Annual Inspection)

**DATE OF INSPECTION 4/3/2020**

FIRE PROTECTION SYSTEM INFORMATION	
Licensed Company Name:	SimplexGrinnell / Johnson Controls Fire Protection LP License #: 0036
(for Water- Based system) Inspector's Name:	Certificate #:
<b>SYSTEM TYPE:</b>	
<input checked="" type="checkbox"/> Fire Alarm	
<input type="checkbox"/> Automatic Sprinkler:	
<input type="checkbox"/> Wet Sprinkler <input type="checkbox"/> Dry System <input type="checkbox"/> Pre Action <input type="checkbox"/> Deluge <input type="checkbox"/> Water Spray <input type="checkbox"/> Other	
<input type="checkbox"/> Commercial Cooking	
<input type="checkbox"/> Special Hazard:	
<input type="checkbox"/> HALON, Clean Agent, INTERGEN, FM-200 <input type="checkbox"/> Carbon Dioxide <input type="checkbox"/> Dry Chemical <input type="checkbox"/> Foam <input type="checkbox"/> Other	
<input type="checkbox"/> Standpipe:	
<input type="checkbox"/> Wet Sprinkler <input type="checkbox"/> Dry Sprinkler <input type="checkbox"/> Other	
SYSTEM ID:	107-4779      SYSTEM LOCATION: Electrical/Mechanical Rm in Multipurpose Rm

**MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?**     Yes (if so, describe below)     NO

COMMENTS/DEFICIENCY DESCRIPTION

1. 6-Pull stations need to be re labeled in FACP (Description doesn't match locations.)
2. 5- Horn/Strobes or Strobes, need labels, no labels on devices
3. 1-Strobe--Room 16 (S4-16) has a bad strobe- flashes inconsistently- out of sync.
4. Batteries in NAC panel for voice evac - Batteries tested low/ need to be replaced (10%) (2-12V12ah)

All work completed and/or corrections made. Invoices for services rendered on file.

## **Appendix 9 - Up-to-date Insurance Certificates**





**CERTIFICATE OF LIABILITY INSURANCE**

DATE (MM/DD/YYYY)  
09/25/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER <b>Pratt Insurance, Inc.</b> Four Village Square Smyrna, DE 19977	CONTACT NAME: <b>Pratt Insurance Inc</b>	
	PHONE (A/C, No, Ext): <b>302-653-6681</b>	FAX (A/C, No): <b>302-653-2370</b>
E-MAIL ADDRESS:		
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED <b>MOT Charter School</b> c/o Meryl Hewett 1156 Levels Road Middletown, DE 19709	INSURER A : Netherland Insurance Co.	
	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
INSURER F :		

**COVERAGES**      **CERTIFICATE NUMBER:**      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> _____ GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER: _____			CBP8997464	10/01/2019	10/01/2020	EACH OCCURRENCE \$ <b>1,000,000</b>	
							DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>500,000</b>	
							MED EXP (Any one person) \$ <b>15,000</b>	
							PERSONAL & ADV INJURY \$ <b>1,000,000</b>	
							GENERAL AGGREGATE \$ <b>2,000,000</b>	
							PRODUCTS - COMP/OP AGG \$ <b>2,000,000</b>	
							Emp Ben. \$ <b>1,000,000</b>	
A	<input type="checkbox"/> <b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS			BA8990165	10/01/2019	10/01/2020	COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b>	
							BODILY INJURY (Per person) \$	
							BODILY INJURY (Per accident) \$	
							PROPERTY DAMAGE (Per accident) \$	
							\$	
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ <b>10,000</b>			CU8992565	10/01/2019	10/01/2020	EACH OCCURRENCE \$ <b>5,000,000</b>	
							AGGREGATE \$ <b>5,000,000</b>	
							\$	
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE    OTH-ER	
							E.L. EACH ACCIDENT \$	
								E.L. DISEASE - EA EMPLOYEE \$
								E.L. DISEASE - POLICY LIMIT \$
A	<b>Blnkt Bldgs/PP</b> <b>Special/RC</b>			CBP8997464 W/THEFT	10/01/2019	10/01/2020	LIMIT <b>40,976,287</b> DEDUCTIBLE <b>2,500</b>	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

<b>CERTIFICATE HOLDER</b>  DELAWDE  Delaware Department of Education The Townsend Bldg 401 Federal St, Ste 2 Dover, DE 19901-3639	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE  



**Appendix 10 - ERIP Reporting SY18/19 and SY19/20**

 Manage/Edit Locations

 Mary Ellen Greene 



 **Drills**

 **More Info!** Click on a row.









**+ Add New Drill**

Drill Type  
View All  
 Select Archive to view  
Not archived

Manage Archives  
  




Show  entries

Name	Type	Coordinator	Date/Time	Status
Fire Drill February 2020	Fire Drill	Erica Stiles	February 28, 2020, 9:00 am	 Complete
Severe Weather Drill/February 2020	Severe Weather Drill	Erica Stiles	February 7, 2020, 9:35 am	 Complete
January 2020 Fire Drill	Fire Drill	Erica Stiles	January 31, 2020, 2:45 pm	 Complete
2019 December Fire Drill	Fire Drill	Erica Stiles	December 18, 2019, 8:47 am	 Complete
November 2019 Fire drill	Fire Drill	Erica Stiles	November 21, 2019, 1:34 pm	 Complete
October 2019 Fire Drill	Fire Drill	Erica Stiles	October 31, 2019, 1:45 pm	 Complete

Name	Type	Coordinator	Date/Time	Status
September 2019/Fire Drill	Fire Drill	Erica Stiles	September 19, 2019, 10:00 am	<input checked="" type="checkbox"/> Complete
FIRE DRILL AUGUST 2019	Fire Drill	Erica Stiles	August 29, 2019, 2:30 pm	<input checked="" type="checkbox"/> Complete
Fire Drill May 2019	Fire Drill	Erica Stiles	May 30, 2019, 1:11 pm	<input checked="" type="checkbox"/> Complete
April 2019 Fire Drill	Fire Drill	Erica Stiles	April 30, 2019, 10:06 am	<input checked="" type="checkbox"/> Complete
March 2019 Fire Drill	Fire Drill	Erica Stiles	March 29, 2019, 8:35 am	<input checked="" type="checkbox"/> Complete
Emergency Planning Meeting and Active Shooter Tabletop	Tabletop Exercise	Ned Southworth	March 28, 2019, 3:00 pm	<input checked="" type="checkbox"/> Complete
February 2019 Fire Drill	Fire Drill	Erica Stiles	February 28, 2019, 1:20 pm	<input checked="" type="checkbox"/> Complete
Fire Drill January 2019	Fire Drill	Erica Stiles	January 29, 2019, 10:00 am	<input checked="" type="checkbox"/> Complete
December 2018 Fire Drill	Fire Drill	Erica Stiles	December 20, 2018, 2:35 pm	<input checked="" type="checkbox"/> Complete
Fire Drill November 2018	Fire Drill	Erica Stiles	November 28, 2018, 8:45 am	<input checked="" type="checkbox"/> Complete
October 2018 Fire Drill	Fire Drill	Erica Stiles	October 31, 2018, 10:04 am	<input checked="" type="checkbox"/> Complete
Lockdown/Intruder Drill	Lockdown/Intruder Drill	Mary Ellen Greene	October 4, 2018, 1:32 am	<input checked="" type="checkbox"/> Complete
Lockdown/Intruder Drill	Lockdown/Intruder Drill	Erica Stiles	October 23, 2018, 2:00 pm	<input checked="" type="checkbox"/> Complete
September 2018 Fire Drill	Fire Drill	Erica Stiles	September 28, 2018, 10:13 am	<input checked="" type="checkbox"/> Complete
August 2018 Fire Drill	Fire Drill	Erica Stiles	August 31, 2018, 9:58 am	<input checked="" type="checkbox"/> Complete
<del>June 2018 Fire Drill</del>	<del>Fire Drill</del>	<del>Erica Stiles</del>	<del>June 12, 2018, 12:00 pm</del>	<del><input checked="" type="checkbox"/> Complete</del>
<del>May 2018 Fire Drill</del>	<del>Fire Drill</del>	<del>Erica Stiles</del>	<del>May 31, 2018, 1:13 pm</del>	<del><input checked="" type="checkbox"/> Complete</del>
<del>April 2018 Fire Drill</del>	<del>Fire Drill</del>	<del>Chaima Custon</del>	<del>April 16, 2018, 1:42 pm</del>	<del><input checked="" type="checkbox"/> Complete</del>





Drills

More Info! Click on a row.

Drill Type

View All

Select Archive to view

Not archived

+ Add New Drill

Manage Archives

Search input field

Show All entries

Name	Type	Coordinator	Date/Time	Status
K8 February 2020 Fire Drill	Fire Drill	Terry Howarth	February 3, 2020, 2:00 pm	Complete
K8 January 2020 Fire Drill	Fire Drill	Terry Howarth	January 13, 2020, 2:17 pm	Complete
K8 - Lockdown/Intruder Drill	Lockdown/Intruder Drill	Terry Howarth	December 13, 2019, 10:45 am	Complete
K8 December 2019 Fire Drill	Fire Drill	Terry Howarth	December 6, 2019, 1:45 pm	Complete
K8 November 2019 Fire Drill	Fire Drill	Terry Howarth	November 21, 2019, 10:00 am	Complete
K8 October 2019 Fire Drill	Fire Drill	Terry Howarth	October 21, 2019, 10:00 pm	Complete

Name	Type	Coordinator	Date/Time	Status
K8 September 2019 - Fire Drill	Fire Drill	Terry Howarth	September 18, 2019, 1:50 pm	<input checked="" type="checkbox"/> Complete
K8 August 2019 Fire Drill	Fire Drill	Terry Howarth	August 30, 2019, 9:30 am	<input checked="" type="checkbox"/> Complete
K8 June 2019 Fire Drill	Fire Drill	Terry Howarth	June 4, 2019, 10:00 am	<input checked="" type="checkbox"/> Complete
K8 May 2019 Fire Drill	Fire Drill	Terry Howarth	May 29, 2019, 9:30 am	<input checked="" type="checkbox"/> Complete
K8 April 2019 - Fire Drill	Fire Drill	Terry Howarth	April 30, 2019, 8:45 am	<input checked="" type="checkbox"/> Complete
K8 - Lockdown/Intruder Drill	Lockdown/Intruder Drill	Terry Howarth	April 12, 2019, 8:46 am	<input checked="" type="checkbox"/> Complete
Emergency Planning Meeting and Active Shooter Tabletop	Tabletop Exercise	Ned Southworth	March 28, 2019, 3:00 pm	<input checked="" type="checkbox"/> Complete
Severe Weather Drill	Severe Weather Drill	Terry Howarth	March 28, 2019, 8:40 am	<input checked="" type="checkbox"/> Complete
K8 March 2019 - Fire Drill	Fire Drill	Terry Howarth	March 20, 2019, 1:45 pm	<input checked="" type="checkbox"/> Complete
K8 February 2019 - Fire Drill	Fire Drill	Terry Howarth	February 5, 2019, 2:15 pm	<input checked="" type="checkbox"/> Complete
K8 January 2019 - Fire Drill	Fire Drill	Terry Howarth	January 4, 2019, 1:45 pm	<input checked="" type="checkbox"/> Complete
K8 December 2018 - Fire Drill	Fire Drill	Terry Howarth	December 3, 2018, 2:15 pm	<input checked="" type="checkbox"/> Complete
K8 November Fire Drill 2018	Fire Drill	Terry Howarth	November 14, 2018, 2:00 pm	<input checked="" type="checkbox"/> Complete
K8 October Fire Drill 2018	Fire Drill	Mary Ellen Greene	October 29, 2018, 9:40 am	<input checked="" type="checkbox"/> Complete
Lockdown/Intruder Drill	Lockdown/Intruder Drill	Mary Ellen Greene	October 4, 2018, 1:32 pm	<input checked="" type="checkbox"/> Complete
K8 September 2018 Fire Drill	Fire Drill	Terry Howarth	September 21, 2018, 9:10 am	<input checked="" type="checkbox"/> Complete
K8 August 2018 Fire Drill	Fire Drill	Terry Howarth	August 30, 2018, 9:45 am	<input checked="" type="checkbox"/> Complete

~~K8 June 2018 Fire Drill~~ ~~Fire Drill~~ ~~Terry Howarth~~ ~~June 6, 2018, 2:05 pm~~  ~~Complete~~

## **Appendix 11 - Summary of Findings from Independent Audits**



## **Appendix 11: Summary of Findings from Independent Audits**

MOT Charter School has had no findings related to independently audited financial statements during the term of the renewal.

**Appendix 12 - Final Fiscal Year 2020 Revenue and Expenditure Budget  
Report**

## Appendix 12: Final FY20 Revenue and Expenditure Budget

### REVENUE BUDGET

MOT Charter School  
For the Month Ending June 30, 2020  
(Approval Pending)

	Bd Approved Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
Total State Funds	12,106,006.00	12,189,104.83	100.7%	(83,098.83)
<b>LOCAL FUNDS (Include Food Services)</b>				
	3,831,860.56	4,149,873.76	108.3%	(318,013.20)
<b>FEDERAL FUNDS (Current FY Only)</b>				
	290,453.00	331,326.18	114.1%	(40,873.18)
<b>All Funds Total</b>	<b>16,228,319.56</b>	<b>16,670,304.77</b>	<b>102.7%</b>	<b>-441,985.21</b>

### EXPENDITURE BUDGET

MOT Charter School  
For the Month Ending June 30, 2020

Operating Budget Description	Bd Approved Budget	Encumbrance	Expenditures	Remaining Balance	% Obligated
Salaries and Benefits	11,495,832.17		11,379,474.80	116,357.37	99.0%
Utilities	317,301.20		241,735.15	75,566.05	76.2%
Facility--Mortgage	1,156,397.52		1,155,300.36	1,097.16	99.9%
Transportation	1,331,702.03		1,304,508.23	27,193.80	98.0%
Textbooks and Instructional Supplies	394,611.00	49,232.34	374,812.75	(29,434.09)	107.5%
Building Maintenance and Custodial Services	222,890.00	5,431.99	219,999.82	(2,541.81)	101.1%
Other Expenses	695,810.22	34,955.00	1,368,665.06	(707,809.84)	201.7%
Contingency	309,640.42		0.00	309,640.42	0.0%
<b>Total Operating Budget</b>	<b>15,924,184.57</b>	<b>89,619.33</b>	<b>16,044,496.17</b>	<b>(209,930.93)</b>	<b>101.3%</b>
<b>Federal Expenses</b>	<b>290,453.00</b>	<b>3,500.00</b>	<b>367,125.78</b>	<b>(80,172.78)</b>	<b>127.6%</b>
<b>All Funds Total</b>	<b>16,214,637.57</b>	<b>93,119.33</b>	<b>16,411,621.95</b>	<b>(290,103.71)</b>	<b>101.8%</b>

**Appendix 13 - Approved Preliminary Fiscal Year 2021 Budget**

# Appendix 13: Preliminary FY21 Revenue and Expense Budget

## REVENUE BUDGET

MOT Charter School  
For the Month Ending August 31, 2020  
(Approval Pending)

	Bd Approved Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
Total State Funds	12,383,550.00	10,276,352.00	83.0%	2,107,198.00
LOCAL FUNDS (Include Food Services)	4,089,900.56	33,197.35	0.8%	4,056,703.21
FEDERAL FUNDS (Current FY Only)	406,028.00	0.00	0.0%	406,028.00
<b>All Funds Total</b>	<b>16,879,478.56</b>	<b>10,309,549.35</b>	<b>61.1%</b>	<b>6,569,929.21</b>

## EXPENDITURE BUDGET

MOT Charter School  
For the Month Ending August 31, 2020

Operating Budget Description	Bd Approved Budget	Encumbrance	Expenditures	Remaining Balance	% Obligated
Salaries and Benefits	12,120,132.42		2,214,657.04	9,905,475.38	18.3%
Utilities	301,701.20	5,068.94	29,807.57	266,824.69	11.6%
Facility--Mortgage	1,153,682.16		192,280.36	961,401.80	16.7%
Transportation	1,328,430.03		498.78	1,327,931.25	0.0%
Textbooks and Instructional Supplies	213,117.00	15,693.50	82,648.61	114,774.89	46.1%
Building Maintenance and Custodial Services	266,416.99	34,955.00	(39,052.71)	270,514.70	-1.5%
Other Expenses	854,513.00	92,630.00	88,588.67	673,294.33	21.2%
Contingency	320,092.40		0.00	320,092.40	0.0%
<b>Total Operating Budget</b>	<b>16,558,085.20</b>	<b>148,347.44</b>	<b>2,569,428.32</b>	<b>13,840,309.44</b>	<b>16.4%</b>
<b>Federal Expenses</b>	<b>320,931.00</b>	<b>3,500.00</b>	<b>2,686.37</b>	<b>314,744.63</b>	<b>1.9%</b>
<b>All Funds Total</b>	<b>16,879,016.20</b>	<b>151,847.44</b>	<b>2,572,114.69</b>	<b>14,155,054.07</b>	<b>16.1%</b>

**Appendix 14 - Fiscal Year 2020 Audited Financial Statements**

# DRAFT - FOR DISCUSSION PURPOSES ONLY

**MOT CHARTER SCHOOL  
(A Component Unit of the State of Delaware)  
MIDDLETOWN, DELAWARE**

**FINANCIAL STATEMENTS**

**JUNE 30, 2020**

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL  
(A Component Unit of the State of Delaware)

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# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL  
(A Component Unit of the State of Delaware)

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# DRAFT - FOR DISCUSSION PURPOSES ONLY

## INDEPENDENT AUDITOR'S REPORT

(to be determined)

Board of Directors  
MOT Charter School  
Middletown, Delaware

### Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the MOT Charter School ("the School"), Middletown, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation

# DRAFT – FOR DISCUSSION PURPOSES ONLY

Board of Directors  
MOT Charter School

and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the MOT Charter School as of June 30, 2020, and the respective changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

## Report on Summarized Comparative Information

We have previously audited the MOT Charter School's 2019 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information in our report dated September 30, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019 is consistent, in all material respects, with the audited financial statements from which it has been derived.

## Other Matters

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 12, and the budgetary comparison schedule - governmental funds, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 40 through 44 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

Board of Directors  
MOT Charter School

## Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are fairly stated in all material respects in relation to the basic financial statements as a whole.

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated (to be determined), on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BARBACANE, THORNTON & COMPANY LLP

DRAFT - FOR DISCUSSION PURPOSES ONLY

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

DRAFT - FOR DISCUSSION PURPOSES ONLY  
MOT CHARTER SCHOOL  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED

Our discussion and analysis of the MOT Charter School's ("the School") financial performance provides an overview of the School's financial activities for the year ended June 30, 2020, which is the School's eighteenth full year of operation. Please read it in conjunction with the independent auditors' report on pages 1 - 3 and the School's financial statements, which begin on page 13.

#### **FINANCIAL HIGHLIGHTS**

The School's net position decreased by \$1,584,956 and general revenues accounted for \$16.1 million, or 96.3 percent of total revenues.

#### **USING THIS ANNUAL FINANCIAL REPORT**

This annual financial report consists of a series of financial statements and notes to those statements. The statements are organized so the reader can understand the School as a whole and then proceed to provide an increasingly detailed look at specific financial activities.

#### **REPORTING THE SCHOOL AS A WHOLE**

##### ***The Statement of Net Position and Statement of Activities***

One of the most important questions asked about School finances is, "Is the School better or worse off as a result of the year's activities?" The statement of net position and the statement of activities report information about the School as a whole and about its activities in a manner that helps to answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting used by private sector corporations. All of the current year's revenues and expenses are taken into consideration regardless of when cash is received or paid.

These two statements report the School's net position and changes in them. The change in net position provides the reader with a tool to assist in determining whether the School's financial health is improving or deteriorating. The reader will need to consider other nonfinancial factors such as student enrollment and facility conditions in arriving at a conclusion regarding the overall health of the School.

#### **REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS**

##### ***Fund Financial Statements***

Our analysis of the School's major funds and fund financial statements begins on page 15 and provides detailed information about the most significant funds, not the School as a whole. Some funds are required to be established by State statute, while other funds are established by the School to help manage money for particular purposes and compliance with various grant provisions. The School's two types of funds, governmental and fiduciary, use different accounting approaches as further described in the notes to the financial statements.

##### ***Governmental Funds***

Most of the School's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end available for spending in future periods. These

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funds are reported using the modified accrual method of accounting, which measures cash and other financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or fewer financial resources available to spend in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the statement of net assets and the statement of activities) and governmental funds is reconciled in the basic financial statements. Activities relating to capital assets, long-term debt, and compensated absences are the primary reconciling items.

***Fiduciary Funds***

The School is fiduciary for its student activity assets that, due to a fiduciary arrangement, can be used only for student activities. All of the School's fiduciary activities are reported in a separate statement of fiduciary net position on page 19. These activities are excluded from the School's other financial statements because the assets are not utilized by the School to finance its operations.

**ENTITY-WIDE FINANCIAL ANALYSIS**

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$16,558,342 at the close of the fiscal year. Of the School's net position, \$5,117,348 consists of those resources invested in capital assets or restricted for capital projects. The School uses capital assets to provide services; consequently, these assets are not available for future spending.

A comparative net position analysis of fiscal years 2020 and 2019 follows:

**Table 1  
STATEMENT OF NET POSITION  
JUNE 30, 2020 AND 2019**

	Governmental Activities	
	2020	2019
<b>ASSETS</b>		
Current assets	\$ 7,081,458	\$ 7,162,621
Capital assets, net of depreciation	26,737,797	27,065,127
<b>TOTAL ASSETS</b>	<b>33,819,255</b>	<b>34,227,748</b>
 <b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred pension expenses	2,578,570	2,488,320
Deferred OPEB expenses	6,908,936	5,564,747
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>9,487,506</b>	<b>8,053,067</b>
 <b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<b>\$ 43,306,761</b>	<b>\$ 42,280,815</b>

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 MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)

**Table 1**  
**STATEMENT OF NET POSITION**  
**JUNE 30, 2020 AND 2019**

(cont'd)	Governmental Activities	
	2020	2019
<b>LIABILITIES</b>		
Current liabilities	\$ 2,182,580	\$ 2,401,683
Noncurrent liabilities	52,114,114	51,201,141
<b>TOTAL LIABILITIES</b>	<u>54,296,694</u>	<u>53,602,824</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Deferred pension expense	36,991	226,944
Deferred OPEB expense	5,531,418	3,424,433
<b>TOTAL DEFERRED INFLOWS OF RESOURCES</b>	<u>5,568,409</u>	<u>3,651,377</u>
<b>NET POSITION (DEFICIT)</b>		
Net investment in capital assets	4,487,666	4,337,755
Restricted	629,682	536,169
Unrestricted	(21,675,690)	(19,847,310)
<b>TOTAL NET POSITION (DEFICIT)</b>	<u>(16,558,342)</u>	<u>(14,973,386)</u>
<b>TOTAL LIABILITIES, DEFERRED OUTFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>	<u>\$ 43,306,761</u>	<u>\$ 42,280,815</u>

The School's net deficit increased \$1,584,956 as the result of GASB 68 and GASB 75 expenses recognized in the current year.

A comparative analysis of changes in net deficit for fiscal years 2020 and 2019 follows:

**Table 2**  
**STATEMENT OF NET DEFICIT**  
**FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

	Governmental Activities	
	2020	2019
<b>REVENUES</b>		
Program revenues:		
Charges for services	\$ 151,672	\$ 199,832
Operating grants and contributions	459,671	410,243
General revenues:		
Charges to school districts	3,280,837	2,992,145
State aid not restricted	12,189,105	11,462,483
Earnings on cash and investments	243,997	132,442
Other	374,802	416,543
<b>TOTAL REVENUES</b>	<u>16,700,084</u>	<u>15,613,688</u>



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**Table 2**  
**STATEMENT OF NET DEFICIT**  
**FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

(cont'd)	Governmental Activities	
	2020	2019
<b>EXPENSES</b>		
Instructional services	11,848,835	10,958,196
Supporting services:		
Operation and maintenance of facilities	2,002,075	2,019,692
Administrative services	1,985,809	1,622,345
Transportation	1,305,506	1,203,207
Food service	453,013	514,920
Interest on long-term debt	689,802	703,732
<b>TOTAL EXPENSES</b>	<b>18,285,040</b>	<b>17,022,092</b>
<b>CHANGE IN NET DEFICIT</b>	<b>\$ (1,584,956)</b>	<b>\$ (1,408,404)</b>

This year was the eighteenth full year of operations for the School. The increase in revenues this year is mainly attributed to the increase in the number of students and changes in funding rates.

***Governmental Activities***

Net position of the School's governmental activities decreased by \$1,584,956, and unrestricted net position reflects a deficit balance of \$21,675,690.

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. The table below reflects the cost of program services and the net cost of those services after taking into account the program revenues for governmental activities. General revenues that include charges to school districts, investment earnings, and state entitlements must support the net cost of the School's programs.

	2020		2019	
	Total Cost	Net Cost	Total Cost	Net Cost
<b>Governmental Activities:</b>				
Instructional services	\$ 11,848,835	\$ 11,463,278	\$ 10,958,196	\$ 10,636,103
Operation and maintenance of facilities	2,002,075	2,002,075	2,019,692	2,019,692
Administrative services	1,985,809	1,985,809	1,662,345	1,622,345
Transportation	1,305,506	1,305,506	1,203,207	1,203,207
School lunch service	453,013	227,227	514,920	226,938
Interest on long-term debt	689,802	689,802	703,732	703,732
<b>Total Governmental Activities</b>	<b>\$ 18,285,040</b>	<b>\$ 17,673,697</b>	<b>\$ 17,062,092</b>	<b>\$ 16,412,017</b>

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The reliance on general revenues to support governmental activities is indicated by the net services column reflecting the need for \$17,673,697 of support from general revenues, or 105.8 percent of total revenues.

**THE SCHOOL'S FUNDS**

The School's governmental funds (as presented on the balance sheet on page 15) reported a combined fund balance of \$5,422,582. The schedule below indicates the fund balance and the total change in fund balances as of June 30, 2020.

	<u>2020</u>	<u>2019</u>	Increase (Decrease)
Fund Balances:			
Restricted	\$ 629,682	\$ 536,169	\$ 93,513
Committed	3,240,175	2,942,463	297,712
Unassigned	<u>1,552,725</u>	<u>2,164,766</u>	<u>(612,041)</u>
 Total Fund Balances	 <u>\$ 5,422,582</u>	 <u>\$ 5,643,398</u>	 <u>\$ (220,816)</u>

**Governmental Funds**

The School's governmental fund balance decreased because the current year expenditures exceeded the current year revenues. The information that follows assists in illustrating the financial activities and balance of the governmental funds.

	<u>2020</u>	<u>2019</u>
REVENUES:		
Charges to school districts	\$ 3,280,837	\$ 2,992,145
State aid	12,189,105	11,462,483
Federal aid	374,106	288,018
Earnings on cash and investments	243,997	132,442
Contributions and other local sources	386,253	450,618
Food service	<u>225,786</u>	<u>287,981</u>
 TOTAL	 <u>\$ 16,700,084</u>	 <u>\$ 15,613,687</u>

The largest portion of governmental fund expenditures was salaries and other employment costs. The School is a service entity and, as such, is labor intensive.

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EXPENDITURES BY OBJECT:	Governmental Funds	
	2020	2019
Salaries	\$ 7,860,635	\$ 7,206,239
Employment costs	3,937,248	3,645,389
Travel	16,467	34,734
Contractual service	195,011	203,480
Professional development	54,117	64,602
Public utilities services	245,923	257,943
Insurance	61,514	56,192
Transportation - buses	1,305,507	1,203,207
Land/building/facilities	215,322	269,561
Supplies and materials	428,482	524,768
Related services	256,873	234,035
Student activities	203,009	182,084
Capital outlays - equipment	28,600	208,734
Capital outlays - property	540,035	302,774
Debt service - principal	477,241	200,891
Debt service - interest	1,094,916	703,882
<b>TOTAL</b>	<b>\$ 16,920,900</b>	<b>\$ 15,298,515</b>

Expenditures exceeded revenues during the fiscal year resulting in a decrease in fund balance. This due to the expenditures related to the high school field project and K8 Academy 2<sup>nd</sup> grade classroom upgrade project, as well as principal and interest payments due on the USDA loans that were approved to be paid out of prior year reserved funds.

**GOVERNMENTAL FUND BUDGET INFORMATION**

The School's budget is prepared in accordance with the modified accrual basis of accounting. The most significant budgeted fund is the general fund. Formal budgetary integration is employed as a management control device throughout the year with monthly reports to the Board of Directors.

The following are explanations for the more significant variances between budget versus actual revenues and expenditures as shown on page 40.

**REVENUES**

1. Charges to school districts are higher than expected because:
  - a. There were changes in student composition and district reimbursement rates, as well as the funds from the Christina School District due to a legal settlement.
2. Food service revenue is lower than expected because:
  - a. Students were not in the building at the end of the year due to the COVID-19 pandemic.

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**MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)**

3. State revenues are higher than expected because:
  - a. There were changes in student and staff composition.
  - b. The School received funds for foster care transportation and paid parental leave substitute reimbursement.
4. Federal revenues are higher because:
  - a. The School received additional IDEA funds for a high needs student.
  - b. The School received additional School Emergency Relief funds as a result of the COVID-19 pandemic.
5. Earnings on cash and investments are higher because:
  - a. There was an increase in interest rates.
6. Other local revenues are higher than expected because:
  - a. There was an increase in the amounts collected in student funded accounts such as computer insurance and deductibles, athletics, field trips, and clubs. Additional expenses offset these additional revenues.

**EXPENDITURES**

1. Salaries are higher than expected because:
  - a. There were changes in projected and actual staff education and experience, which was only partially offset by the loss of the planned new hire of the Psychologist that resulted in an increase in contracted services.
2. Travel costs were lower than expected because:
  - a. Planned end of year student trips were cancelled due to the COVID-19 pandemic.
3. Contracted service costs were higher than expected because:
  - a. Contracting services for psychological services due to the loss of the planned new hire of the school psychologist.
  - b. Higher costs for laptop deductibles that were offset by higher revenues.
  - c. Additional special education services that are offset by additional federal revenues.
  - d. Higher than anticipated legal expenditures.

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MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONTD)

4. Professional development costs were lower than expected because:
  - a. Planned professional development was cancelled due to the COVID-19 pandemic.
5. Utilities were lower than expected because:
  - a. Electricity and heat expenditures were lower than anticipated.
6. Transportation is lower than expected because:
  - a. Remote learning in the spring due to the COVID-19 pandemic resulted in lower transportation costs.
7. Land/building/facilities is lower than expected because:
  - a. Lower than anticipated landscaping costs.
8. Supplies and materials are higher than expected because:
  - a. The School purchased additional Chrome Books in order to support remote learning due to the COVID-19 pandemic.
9. Student activities are higher than expected because:
  - a. Additional expenditures related to flow through accounts like athletics, field trips, and clubs, which are mostly offset by additional revenues.
10. Capital outlays – equipment are higher than expected because:
  - a. The purchase of three new servers to replace the video server and two outdated servers.
11. Capital outlays – property are higher than expected because:
  - a. Expenditures for the high school fields and K8 2<sup>nd</sup> grade classroom upgrade project that were approved to be paid out of prior year reserves.
12. Interest is higher than expected because:
  - a. The interest-only payments due on July 1 for the USDA loans were budgeted out of prior year reserved funds.

As the School begins its nineteenth year of operations, it will continue to use its historical trends based on prior year experience and anticipated future performance based on conservative estimates to better estimate revenues and certain budget line items.

### **CAPITAL ASSETS**

The School has \$26,737,797 invested in capital assets, net of depreciation, all of which is attributed to governmental activities. Acquisitions for governmental activities totaled \$568,636. These acquisitions were for equipment and costs related improvements to the K8 2<sup>nd</sup> grade classrooms and high school front entrance and athletic fields. Detailed information regarding capital asset activity is included in the notes to the basic financial statements.

### **LONG-TERM DEBT**

At the end of the current fiscal year, the School has total debt outstanding of \$22,250,131. This debt is a direct result of the construction of the School facilities located in Middletown, Delaware. This debt is split between the Wilmington Savings Fund Society and the U.S. Department of Agriculture, and the School buildings are held as collateral against these loans.

### **FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS**

Fiscal year 2020 was the eighteenth year of operation as a functioning school. The financial model the School has developed is based on the funding formula currently in effect under the Delaware Charter School Law. If the funding formula for charter schools changes, adjustments to the underlying assumptions of the model will have to be made.

### **CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our fellow citizens, customers, investors, and creditors with a general overview of the School's finances and to show the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the School's Business Manager at (302) 376-5125.

DRAFT - FOR DISCUSSION PURPOSES ONLY

**BASIC FINANCIAL STATEMENTS**

DRAFT - FOR DISCUSSION PURPOSES ONLY  
**MOT CHARTER SCHOOL**  
**STATEMENTS OF NET POSITION**  
**JUNE 30, 2020 AND 2019**

	Governmental Activities	
	2020	2019
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
Current Assets:		
Cash and cash equivalents	\$ 7,081,458	\$ 7,162,621
Total Current Assets	7,081,458	7,162,621
Noncurrent Assets:		
Land	1,232,830	1,232,830
Construction-in-progress	8,350	100,815
Capital assets, net of accumulated depreciation	25,496,617	25,731,482
Total Noncurrent Assets	26,737,797	27,065,127
DEFERRED OUTFLOWS OF RESOURCES		
Deferred pension expense	2,578,570	2,488,320
Deferred OPEB expense	6,908,936	5,564,747
TOTAL DEFERRED OUTFLOWS OF RESOURCES	9,487,506	8,053,067
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 43,306,761	\$ 42,280,815
<b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>		
Current Liabilities:		
Accounts payable	\$ 55,467	\$ 53,029
Accrued salaries and related costs	1,577,550	1,453,336
Unearned revenue	25,859	12,858
Interest payable	36,850	441,964
Loans payable	486,854	440,496
Total Current Liabilities	2,182,580	2,401,683
Noncurrent Liabilities:		
Compensated absences	202,633	173,098
Loans payable	21,763,277	22,286,876
Net pension liability	5,039,579	3,993,955
Net OPEB liability	25,108,625	24,747,212
Total Noncurrent Liabilities	52,114,114	51,201,141
TOTAL LIABILITIES	54,296,694	53,602,824
DEFERRED INFLOWS OF RESOURCES		
Deferred pension expense	36,991	226,944
Deferred OPEB expense	5,531,418	3,424,433
TOTAL DEFERRED INFLOWS OF RESOURCES	5,568,409	3,651,377
NET POSITION (DEFICIT)		
Net investment in capital assets	4,487,666	4,337,755
Restricted	629,682	536,169
Unrestricted (deficit)	(21,675,690)	(19,847,310)
TOTAL NET POSITION (DEFICIT)	(16,558,342)	(14,973,386)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)	\$ 43,306,761	\$ 42,280,815

The accompanying notes are an integral part of these financial statements.



**MOT CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2020  
(With Summarized Comparative Data for the Year Ended June 30, 2019)**

	Program Revenues		Capital Grants and Contributions	Net (Expense) Revenues and Changes in Net Deficit Totals
	Charges for Services	Operating Grants and Contributions	2019	2020
<b>GOVERNMENTAL ACTIVITIES</b>				
Instructional services	\$ (11,848,835)	\$ 385,557	\$ -	\$ (11,463,278)
Support services:				
Operation and maintenance of facilities	(2,002,075)	-	-	(2,002,075)
Administrative services	(1,985,809)	-	-	(1,985,809)
Transportation	(1,305,506)	-	-	(1,305,506)
Food service	(453,013)	74,114	-	(227,227)
Interest on long-term debt	(689,802)	-	-	(689,802)
<b>TOTAL GOVERNMENTAL ACTIVITIES</b>	<b>\$ (18,285,040)</b>	<b>\$ 459,671</b>	<b>\$ -</b>	<b>(17,673,697)</b>
<b>GENERAL REVENUES</b>				
Charges to school districts				3,280,837
State aid not restricted to specific purposes				12,189,105
Earnings on cash and investments				243,997
Other local sources				374,802
<b>TOTAL GENERAL REVENUES</b>				<b>15,008,741</b>
<b>CHANGE IN NET DEFICIT</b>				<b>(1,584,956)</b>
<b>NET DEFICIT, BEGINNING OF YEAR</b>				<b>(14,973,386)</b>
<b>NET DEFICIT, END OF YEAR</b>				<b>\$ (16,558,342)</b>

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL  
BALANCE SHEET - GOVERNMENTAL FUNDS  
JUNE 30, 2020  
(With Summarized Comparative Data for June 30, 2019)**

	General Fund	Capital Projects Fund	Total Governmental Funds	
			2020	2019
<b>ASSETS</b>				
Cash and cash equivalents	\$ 6,451,776	\$ 629,682	\$ 7,081,458	\$ 7,162,621
<b>TOTAL ASSETS</b>	<u>\$ 6,451,776</u>	<u>\$ 629,682</u>	<u>\$ 7,081,458</u>	<u>\$ 7,162,621</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 55,467	-	\$ 55,467	\$ 53,029
Accrued salaries and related costs	1,577,550	-	1,577,550	1,453,336
Unearned revenue	25,859	-	25,859	12,858
<b>TOTAL LIABILITIES</b>	<u>1,658,876</u>	<u>-</u>	<u>1,658,876</u>	<u>1,519,223</u>
<b>FUND BALANCES:</b>				
Restricted	-	629,682	629,682	536,169
Committed	3,240,175	-	3,240,175	2,942,463
Unassigned	1,552,725	-	1,552,725	2,164,766
<b>TOTAL FUND BALANCES</b>	<u>4,792,900</u>	<u>629,682</u>	<u>5,422,582</u>	<u>5,643,398</u>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<u>\$ 6,451,776</u>	<u>\$ 629,682</u>	<u>\$ 7,081,458</u>	<u>\$ 7,162,621</u>

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL**  
**DRAFT - FOR DISCUSSION PURPOSES ONLY**  
**RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUNDS TO**  
**STATEMENT OF NET POSITION**  
**JUNE 30, 2020**

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS \$ 5,422,582

The total net deficit reported for governmental activities in the statement of net position is different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. Capital assets net of accumulated depreciation as detailed in the footnotes are included in the statements of net position. 26,737,797

Long-term liabilities applicable to the governmental activities are not due and payable in the current year and, accordingly, are not reported as fund liabilities.

Interest payable	\$ (36,850)	
Compensated absences	(202,633)	
Loans payable	(22,250,131)	
Net pension liability	(5,039,579)	
Net OPEB liability	<u>(25,108,625)</u>	(52,637,818)

Deferred inflows and outflows of resources related to the School's net pension liability are based on the differences between actuarially determined actual and expected investment returns, differences between actual and expected experience, changes in actuarial assumptions, changes in the actuarially determined proportion of the School's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - pension expense	2,578,570	
Deferred inflows - pension expense	<u>(36,991)</u>	2,541,579

Deferred inflows and outflows of resources related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, differences between actual and expected experience, changes in actuarial assumptions, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - OPEB expense	6,908,936	
Deferred inflows - OPEB expense	<u>(5,531,418)</u>	<u>1,377,518</u>

TOTAL NET DEFICIT OF GOVERNMENTAL ACTIVITIES \$ (16,558,342)

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**  
 (With Summarized Comparative Data for the Year Ended June 30, 2019)

	General Fund	Capital Projects Fund	Total Governmental Funds	
			2020	2019
<b>REVENUES</b>				
Charges to school districts	\$ 3,280,837	-	\$ 3,280,837	\$ 2,992,145
Food service revenue	225,786	-	225,786	287,982
State aid	12,189,105	-	12,189,105	11,462,483
Federal aid	374,106	-	374,106	288,018
Earnings on cash and investments	243,997	-	243,997	132,442
Contributions	11,451	-	11,451	34,075
Other local sources	374,802	-	374,802	416,543
<b>TOTAL REVENUES</b>	<b>16,700,084</b>	<b>-</b>	<b>16,700,084</b>	<b>15,613,688</b>
<b>EXPENDITURES</b>				
Current:				
Instructional services	9,866,717	-	9,866,717	9,305,027
Operation and maintenance of facilities	1,203,293	-	1,203,293	1,236,735
Administrative services	1,951,578	-	1,951,578	1,622,345
Transportation	1,305,507	-	1,305,507	1,203,207
Food services	453,013	-	453,013	514,920
Capital outlays:				
Equipment	28,600	-	28,600	208,734
Property	540,035	-	540,035	302,774
Debt service:				
Principal	477,241	-	477,241	200,891
Interest	1,094,916	-	1,094,916	703,882
<b>TOTAL EXPENDITURES</b>	<b>16,920,900</b>	<b>-</b>	<b>16,920,900</b>	<b>15,298,515</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<b>(220,816)</b>	<b>-</b>	<b>(220,816)</b>	<b>315,173</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
Transfers in	-	93,513	93,513	136,900
Transfers out	(93,513)	-	(93,513)	(136,900)
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>(93,513)</b>	<b>93,513</b>	<b>-</b>	<b>-</b>
<b>NET CHANGES IN FUND BALANCES</b>	<b>(314,329)</b>	<b>93,513</b>	<b>(220,816)</b>	<b>315,173</b>
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<b>5,107,229</b>	<b>536,169</b>	<b>5,643,398</b>	<b>5,328,225</b>
<b>FUND BALANCES, END OF YEAR</b>	<b>\$ 4,792,900</b>	<b>\$ 629,682</b>	<b>\$ 5,422,582</b>	<b>\$ 5,643,398</b>

The accompanying notes are an integral part of these financial statements.

DRAFT FOR DISCUSSION PURPOSES ONLY
  
**MOT CHARTER SCHOOL**
  
**RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN**
  
**FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES**
  
**FOR THE YEAR ENDED JUNE 30, 2020**

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS \$ (220,816)

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$5,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period.

Capital outlays	\$ 568,636	
Depreciation expense	<u>(895,966)</u>	(327,330)

The issuance of long-term debt (e.g., loans, leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position.

Payment of loan principal	<u>477,241</u>	477,241
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Some expenses reported in the statement of activities do not require the use of current resources and, therefore, are not reported as expenditures in the governmental funds:

Compensated absences	(29,535)	
Accrued interest	<u>405,114</u>	375,579

Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(765,421)

OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(1,124,209)

CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES \$ (1,584,956)

The accompanying notes are an integral part of these financial statements.

**MOT CHARTER SCHOOL**  
**STATEMENTS OF FIDUCIARY NET POSITION - AGENCY FUND**  
**JUNE 30, 2020 AND 2019**

	Student Activities Fund	
	2020	2019
<b>ASSETS</b>		
Cash and cash equivalents	\$ 128,355	\$ 109,533
<b>LIABILITIES</b>		
Due to student groups	\$ 128,355	\$ 109,533
<b>NET POSITION</b>		
Unrestricted	-	-
<b>TOTAL LIABILITIES AND NET POSITION</b>	\$ 128,355	\$ 109,533

The accompanying notes are an integral part of these financial statements.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Description of the Charter School

The MOT Charter School is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions - most notably, they may not levy taxes. To encourage innovation, charter schools operate free from a number of state laws and regulations. An initial charter is granted for a three-year period, renewable every five years thereafter.

Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Public funds are not provided for facilities. Charter schools may charge for selected additional costs consistent with those permitted by other school districts. Because a charter school receives local, state, and federal funds, they may not charge tuition.

The financial statements of the MOT Charter School ("the School") have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the MOT Charter School are described below.

#### Reporting Entity

The School is a special purpose government and is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware's operations. The School has no component units for which it is considered to be financially accountable.

#### Entity-wide and Fund Financial Statements

The entity-wide financial statements (the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the School. For the most part, the effect of interfund activity has been removed from these financial statements.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the entity-wide financial statements. The major individual governmental funds are reported as separate columns in the fund financial statements.

Amounts reported as program revenues include 1) charges to students for special fees, supplies, or services provided; 2) operating grants and contributions; and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

#### Measurement Focus, Basis of Accounting, and Financial Statement Presentation

**Entity-wide financial statements** are reported using the economic resources measurement focus and the accrual basis of accounting, as are the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

**Governmental fund financial statements** are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

The School reports the following major governmental funds:

- **General Fund** – The general fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.
- **Capital Projects Fund** – The capital projects fund accounts for resources accumulated and payments made for the acquisition and improvement of sites, construction and remodeling of facilities, and procurement of equipment necessary for providing educational programs for all students within the School.



NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Additionally, the School reports the following fund type:

- **Student Activities Agency Fund** (a fiduciary fund) – The student activities agency fund accounts for assets held on behalf of student groups.

Receivables and Payables

Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either "due to/from other funds" (i.e., current portion of interfund loans) or "advances from/to other funds" (i.e., the noncurrent portion of interfund loans). At June 30, 2020, the School had no such activity.

Advances between funds, when present, are offset by a fund balance reserve account in the applicable governmental funds to indicate that they are not available for appropriation and are not expendable available financial resources.

Capital Assets

Capital assets, which include buildings and improvements, furniture and fixtures, equipment, and computers are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest cost incurred during construction is not capitalized.

Capital assets of the School are depreciated using the straight-line method over the estimated useful lives of the related assets. The School generally uses the following estimated useful lives:

Buildings and improvements	40 years
Furniture and fixtures	7 years
Equipment	7 years
Computers	3 - 5 years

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be

NOTES TO FINANCIAL STATEMENTS

NOTE 1     SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

recognized as an outflow of resources (expenses) until then. The School currently has two items that qualify for reporting in this category. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. A liability for these amounts is reported in the governmental funds only when the liability matures, for example, as a result of employee resignations and retirements.

**Vacation** – Twelve-month employees can accumulate up to 30 days of vacation. Any days in excess of 30 are dropped as of July 1 of each year. Employees are paid for unused vacation upon termination and retirement at the current rate of pay.

**Sick Leave** – Sick leave allowances are as follows: teachers shall be allowed 10 days of sick leave per year, and annual employees earn one day of sick leave for each month worked. Any unused sick days shall be accumulated to the employee's credit. Compensation for accumulated sick days is received when employees (a) qualify and apply for state pension and are paid at a rate of 50 percent of the *per diem* rate of pay not to exceed 90 days; or (b) in the case of death, when payment is made to the employee's estate at a rate of one day's pay for each day of unused sick leave not to exceed 90 days.

Earned unused sick leave may be transferred to another state agency if the employee remains a state employee or is later rehired as a state employee. Sick time does not accrue while an employee is on leave of absence, unless otherwise required by law.

The School has recorded the local portion of the compensated absences liability, which was \$202,633 at June 30, 2020.

Fund Equity

Fund balance will be displayed in the following classification (if applicable) depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

*Nonspendable* – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

*Restricted* – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation, or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

*Committed* – amounts that can be used only for specific purposes determined by formal action of the Board of Directors. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Directors.

*Assigned* – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Head of School may assign amounts for specific purposes.

*Unassigned* – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unassigned fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board or Head of School has provided otherwise in its commitment or assignment actions.

#### Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. The net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Any remaining portions of net position are reflected as unrestricted. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

#### Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

#### Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

#### Comparative Data

Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with accounting principles generally accepted in the United States of America and has been restated and reclassified, as needed, from the presentation in the School's June 30, 2019 basic financial statements to be comparative with the current year preparation.

### NOTE 2 CASH AND CASH EQUIVALENTS

At June 30, 2020, the School has a cash equivalent balance of \$7,209,813. Of that amount, \$6,985,318 is part of an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware, and all investment decisions are made by the State Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with a remaining maturity at time of purchase of one year or less are stated at cost or amortized cost.

At June 30, 2020, the reported amount of the School's deposits not held with the State Treasurer's Office was \$224,495, and the bank balance was \$225,106. The full bank balance of \$225,106 was covered by federal depository insurance.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 3**     **CAPITAL ASSETS**

Capital asset activity for the year ended June 30, 2020 is as follows:

	Balances 7/01/19	Increases	Decreases	Balances 6/30/20
<i>Governmental Activities</i>				
General capital assets not being depreciated:				
Land	\$ 1,232,830	\$ -	\$ -	\$ 1,232,830
Construction-in-progress	100,815	336,289	(428,754)	8,350
Total general capital assets not being depreciated	1,333,645	336,289	(428,754)	1,241,180
General capital assets being depreciated:				
Buildings and improvements	30,408,666	602,957	-	31,011,623
Equipment	238,166	58,144	(749)	295,561
Furniture and fixtures	392,781	-	-	392,781
Total general capital assets being depreciated	31,039,613	661,101	(749)	31,699,965
Accumulated depreciation	(5,308,131)	(895,966)	749	(6,203,348)
Total general capital assets being depreciated, net	25,731,482	(234,865)	-	25,496,617
<b>Governmental Activities, Net</b>	<b>\$27,065,127</b>	<b>\$ 101,424</b>	<b>\$ (428,754)</b>	<b>\$26,737,797</b>

Depreciation expense was charged to the following activities:

<i>Governmental Activities:</i>	
Instructional services	\$ 95,634
Operation and maintenance of facilities	800,332
	<b>\$ 895,966</b>

**NOTE 4**     **LONG-TERM DEBT**

**WSFS and USDA Loans**

At its initiation, the School borrowed \$6,000,000 through the USDA's Rural Development program in order to construct a one-story, 55,000 square foot building. This program consisted of a \$3,000,000 direct loan from the USDA at a fixed interest rate of 4.75 percent and a \$3,000,000 loan from WSFS guaranteed by the USDA at an interest rate of prime plus one percent. As of

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 4**     LONG-TERM DEBT (cont'd)

June 30, 2020, the interest rate on the WSFS loan was 6.50 percent, and the outstanding balance was \$198,096. The balance of the original \$3,000,000 USDA loan was transferred to a new loan and reamortized over a total of 40 years (10 additional years) at a fixed interest rate of 4.75 percent. The balance on this loan as of June 30, 2020 was \$2,104,804.

The transfer of the above loan provided an annual cash flow savings of \$35,940, allowing the School to obtain an additional loan in October 2011 in the amount of \$2,775,000 at an interest rate of 3.75 percent to construct the 19,000 square foot addition consisting of a gymnasium and classroom space. As of June 30, 2020, the School had drawn down the entire \$2,775,000 (\$2,564,596 in fiscal year 2012 and \$210,404 in fiscal year 2013), and the outstanding balance was \$2,520,745. In September 2012, the School obtained an additional \$200,000 loan from the USDA at an interest rate of 3.375 percent for overruns with the construction of the gymnasium and classroom space. As of June 30, 2020, the outstanding balance was \$183,176. These loans mature January 2023 through September 2052 and are secured by the buildings.

On July 1, 2016, the School obtained \$16,000,000 in USDA loans (Loan 97-06 for \$9,000,000 and Loan 97-07 for \$7,000,000) and used the proceeds to pay off the outstanding balance of the construction loan and the related issuance costs. These loans accrue interest at 2.75 percent and mature on July 1, 2056. These loans are secured by the buildings. As of June 30, 2020, \$15,745,647 was the outstanding balance on these loans.

On December 22, 2016, the School obtained \$1,600,000 in financing through the USDA for the construction of a gymnasium. The loan accrues interest at 2.375 percent and will mature on December 22, 2046. This loan is secured by the building. The total amount of the liability of the USDA loan at June 30, 2020 was \$1,497,663.

An analysis of debt service requirements to maturity on these obligations follows:

Year Ending June 30,	Principal	Interest
2021	\$ 486,854	\$ 666,828
2022	502,938	650,744
2023	485,528	634,333
2024	450,837	621,675
2025	462,596	613,844
2026 - 2030	2,542,600	2,819,960
2031 - 2035	2,978,944	2,383,616
2036 - 2040	3,494,897	1,867,683
2041 - 2045	3,441,790	1,311,011
2046 - 2050	3,454,524	816,304
2051 - 2055	3,337,186	319,181
2056	611,437	9,297
	\$ 22,250,131	\$ 12,714,476

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 4**    LONG-TERM DEBT (cont'd)

Interest expense for the year ended June 30, 2020 was \$1,094,916.

Payments of long-term liabilities are expected to be funded by the general fund.

A schedule of changes in long-term liabilities is as follows:

	Outstanding 7/01/19	Additions	Retirements	Outstanding 6/30/20	Amounts Due within One Year
<i>Governmental Activities</i>					
Loans payable	\$22,727,372	\$ -	\$ 477,241	\$22,250,131	\$ 486,854
Compensated absences	173,098	29,535	-	202,633	-
Net pension liability	3,993,955	1,045,624	-	5,039,579	-
Net OPEB liability	24,747,212	361,413	-	25,108,625	-
<b>Total Governmental Activities</b>	<b>\$51,641,637</b>	<b>\$1,436,572</b>	<b>\$ 477,241</b>	<b>\$52,600,968</b>	<b>\$ 486,854</b>

**NOTE 5**    PENSION PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Pension Plan ("the Plan"), which is a cost-sharing, multiple-employer defined benefit public employees' retirement system ("the State PERS") defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees ("the Board").

The following are brief descriptions of the Plan in effect as of June 30, 2020. For a more complete description, please refer to the Delaware Employees' Pension Plan Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The State Employees' Pension Plan covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 5 PENSION PLAN (cont'd)

There are two tiers within this plan: 1) employees hired prior to January 1, 2012, and 2) employees hired on or after January 1, 2012.

#### Benefits Provided

##### *Service Benefits*

Final average monthly compensation (employees hired on or after January 1, 2012 may not include overtime in pension compensation) multiplied by 2.0 percent and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85 percent and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this plan, final average monthly compensation is the monthly average of the highest three periods of twelve consecutive months of compensation.

##### *Vesting*

Employees hired before January 1, 2012 vest in the plan after five years of credited service. Employees hired on or after January 1, 2012 vest in the plan after ten years of credited service.

##### *Retirement*

Employees hired before January 1, 2012 may retire at age 62 with five years of credited service; at age 60 with 15 years of credited service; or after 30 years of credited service at any age. Employees hired on or after January 1, 2012 may retire at age 65 with at least 10 years of credited service; at age 60 with 20 years of credited service; or after 30 years of credited service at any age.

##### *Disability Benefits*

Disability benefits for those employees hired before January 1, 2012 are offered using the same calculations as the Service Benefits described above. Employees in this program must have five years of credited service. In lieu of disability pension benefits, over 90 percent of the members of this plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Employees hired on or after January 1, 2012 are also included in the Disability Insurance Program.

##### *Survivor and Burial Benefits*

In the event of the death of a member of the Plan, the eligible survivor receives 50 percent of the benefits received under the pension (or 75 percent with a three percent reduction of the benefit). If the employee is an active member of the Plan with at least five years of credited service, the



NOTES TO FINANCIAL STATEMENTS

NOTE 5 PENSION PLAN (cont'd)

eligible survivor receives 75 percent of the benefit the active employee would have received at age 62.

Burial benefits are established at \$7,000 per plan member.

Contributions

*Member Contributions*

Employees hired before January 1, 2012 contribute three percent of earnings in excess of \$6,000. Employees hired on or after January 1, 2012 contribute five percent of earnings in excess of \$6,000.

*Employer Contributions*

Employer contributions are determined by the Board. For the year ended June 30, 2020, the rate of the employer contribution was 11.96 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2020 was \$889,193.

*PRI Contribution*

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc postretirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the Pension Trust is a reduction of the net pension liability of each participating employer.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2020, the School reported a liability of \$5,039,579 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2018 to June 30, 2019. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2019, the School's proportion was 0.3236 percent, which was an increase of 0.0143 percent from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School recognized pension expense of \$1,654,614. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 5**     PENSION PLAN (cont'd)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	\$ 523,150	\$ -
Changes in proportions	685,152	-
Difference between actual and expected experience	423,875	36,991
Difference between projected and actual earnings	57,200	-
Contributions subsequent to the date of measurement	889,193	-
	\$2,578,570	\$ 36,991

An amount of \$889,193 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2019 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions and will be recognized in pension expense as follows:

<u>Year Ending June 30,</u>	
2021	\$ 641,281
2022	177,140
2023	294,091
2024	352,575
2025	187,299
	\$ 1,652,386

Actuarial Assumptions

The total pension liability as of the June 30, 2019 measurement date was determined by an actuarial valuation as of June 30, 2018, and update procedures were used to roll forward the total pension liability to June 30, 2019. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return/discount rate – 7.0 percent, including inflation of 2.5 percent
- Salary increases – 2.5 percent + merit, including inflation of 2.5 percent
- Cost-of-living adjustments – ad hoc

NOTES TO FINANCIAL STATEMENTS

NOTE 5     PENSION PLAN (cont'd)

The total pension liabilities are measured based on assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Mortality rates were based on the RP-2014 tables with gender adjustments for healthy annuitants and disabled retirees, and an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments ("ad hoc COLAs"), as they are not substantively automatic. The primary considerations relevant to making this determination include the historical patterns of granting the changes and the consistency in the amounts of the changes.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan are summarized in the following table:

<u>Asset Class</u>	<u>Long-term Expected Real Rate of Return</u>	<u>Target Asset Allocation</u>
Domestic equity	5.7%	29.5%
International equity	5.7%	13.5%
Fixed income	2.0%	27.1%
Alternative investments	7.8%	22.4%
Cash and equivalents	0.0%	7.5%

Discount Rate

The discount used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board, as actuarially determined. Based on those assumptions, the

NOTES TO FINANCIAL STATEMENTS

NOTE 5 PENSION PLAN (cont'd)

pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.0%	Current Rate Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	\$ 9,103,379	\$ 5,039,579	\$ 1,627,240

Pension Plan Fiduciary Net Position

Detailed information about PERS' fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefits ("OPEB") Fund Trust ("the Plan"), which is a cost-sharing, multiple-employer defined benefit plan defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 2020. For a more complete description, please refer to the Delaware Public Employees' Retirement System

NOTES TO FINANCIAL STATEMENTS

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The Plan is a cost-sharing multiple employer plan that covers all employees of the State that are eligible to participate in the defined benefit pension plan, including employees of other affiliated entities.

Benefits Provided

The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of plan benefits is variable based on years of service. Pensioners who retire after July 1, 2012 and who become eligible for Medicare will pay an additional five percent of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

Contributions

*Employer Contributions*

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2019, the rate of the employer contributions was 12.51 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2020 was \$930,234.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2020, the School reported a liability of \$25,108,625 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2018 to June 30, 2019. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2019, the School's proportion was 0.3151 percent, which was an increase of 0.0137 percent from its proportion measured as of June 30, 2018.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 6**    OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

For the year ended June 30, 2020, the School recognized OPEB expense of \$2,054,443. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ -	\$ 22,740
Expected and actual change differences	-	2,818,657
Changes in proportions	4,756,296	-
Changes in assumptions	1,222,406	2,690,021
Contributions subsequent to the date of measurement	930,234	-
	\$6,908,936	\$5,531,418

An amount of \$930,234 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2019 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to OPEB and will be recognized in OPEB expense as follows:

Year Ending June 30,	
2021	\$ (206,091)
2022	(206,091)
2023	(193,214)
2024	420,673
2025	632,007
	\$ 447,284

Actuarial Assumptions

The total OPEB liability as of the June 30, 2019 measurement date was determined by an actuarial valuation as of June 30, 2018, and update procedures were used to roll forward the total pension liability to June 30, 2019. These actuarial valuations used the following actuarial assumptions:

NOTES TO FINANCIAL STATEMENTS

NOTE 6 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

- Discount rate - 3.50 percent
- Salary increases - 3.25 percent + merit
- Healthcare cost trend rates – 6.60 percent

Mortality rates are based on the sex-distinct employee, healthy annuitant, and disabled annuitant mortality tables derived from the RP-2014 Total Dataset Employee Mortality Table, including adjustment factors. Future mortality improvements are reflected by applying a custom projection scale on a generational basis to adjusted base tables from the base year.

The total OPEB liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Discount Rate

The discount rate used to measure the total OPEB liability was 3.87 percent at the beginning of the current measurement period and 3.50 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-year, tax- exempt general obligation municipal bonds with an average rating of AA/Aa or higher. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rates used at the June 30, 2019 measurement date is equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.50 percent, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.50 percent) or one percentage point higher (4.50 percent) than the current rate.

	1% Decrease 2.50%	Current Rate Discount Rate 3.50%	1% Increase 4.50%
School's proportionate share of the net OPEB liability	\$ 29,772,433	\$ 25,108,625	\$ 21,408,308

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 6**     OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 6.6 percent, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (5.6 percent) or one percentage point higher (7.6 percent) than the current rate.

	1% Decrease 5.6%	Current Rate Healthcare Trend Rate 6.6%	1% Increase 7.6%
School's proportionate share of the net OPEB liability	\$ 21,456,915	\$ 25,108,625	\$ 29,467,882

Plan Fiduciary Net Position

Detailed information about the Plan's fiduciary net position is available in the PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

**NOTE 7**     RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School. Insurance settlements have not exceeded insurance coverage in either of the past two years. There were no significant reductions in coverage compared to the prior year.

**NOTE 8**     UNCERTAINTIES

COVID-19 Pandemic

As a result of the spread of the COVID-19 coronavirus, which was ongoing at June 30, 2020, economic and operational uncertainties have arisen which may impact the School in fiscal year 2021. There exist uncertainties surrounding the School's operations in the 2020 - 2021 school year in terms of whether instruction will continue to be remote or hybrid and for what length of time. The uncertainties surrounding the on-site operations will have a direct impact on individual revenue and expense items that are dependent on services being provided to students while on site. The extent of the potential impact is unknown as the COVID-19 pandemic continues to develop.



# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

**NOTE 8**     UNCERTAINTIES (cont'd)

Grants

The School receives financial assistance from federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School. The School's administration believes such disallowance, if any, would be immaterial.

**NOTE 9**     FUND BALANCES

As of June 30, 2020, fund balances are composed of the following:

	General Fund	Capital Projects Fund	Total Governmental Funds
Committed:			
Board-determined reserve	\$ 3,240,175	\$ -	\$ 3,240,175
Restricted:			
Capital projects	-	629,682	629,682
Unassigned	1,552,725	-	1,552,725
<b>Total Fund Balances</b>	<b>\$ 4,792,900</b>	<b>\$ 629,682</b>	<b>\$ 5,422,582</b>

**NOTE 10**     EXCESS EXPENDITURES OVER APPROPRIATIONS

The School overspent budgetary appropriations in the following categories:

Salaries	\$ 59,020
Contractual services	\$ 68,986
Insurance	\$ 3,514
Supplies and materials	\$ 15,224
Related activities	\$ 1,300
Student activities	\$ 10,918
Capital outlay - equipment	\$ 28,600
Capital outlay - property	\$ 540,035
Debt service - principal	\$ 20,857
Debt service - interest	\$ 394,902

The excess expenditures were covered by revenues exceeding anticipated amounts and the use of fund balance.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

MOT CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

### NOTE 11 INTERFUND TRANSFERS

The interfund transfer from the general fund to the capital projects fund in the amount of \$93,513 was to pay for expenditures related to the construction of the gymnasium project.

### NOTE 12 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$21,675,690 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the measurement date of the net pension and OPEB liabilities, and the deferred outflows related to the pension and OPEB plans. This is offset by the School's actuarially determined pension and OPEB liabilities, and the deferred inflows related to the pension and OPEB plans.

### NOTE 13 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through (to be determined), the date the financial statements were available to be issued.

DRAFT - FOR DISCUSSION PURPOSES ONLY

**REQUIRED SUPPLEMENTARY INFORMATION**

DRAFT - FOR DISCUSSION PURPOSES ONLY  
**MOT CHARTER SCHOOL**  
**BUDGETARY COMPARISON SCHEDULE - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget Positive (Negative)
	Original	Final		
<b>REVENUES</b>				
Charges to school districts	\$ 3,085,562	\$ 3,085,562	\$ 3,280,837	\$ 195,275
Food service revenue	285,464	285,464	225,786	(59,678)
State aid	12,106,006	12,106,006	12,189,105	83,099
Federal aid	290,453	290,453	374,106	83,653
Earnings on cash and investments	192,000	192,000	243,997	51,997
Contributions	10,000	10,000	11,451	1,451
Other local sources	258,835	258,835	374,802	115,967
<b>TOTAL REVENUES</b>	<u>16,228,320</u>	<u>16,228,320</u>	<u>16,700,084</u>	<u>471,764</u>
<b>EXPENDITURES</b>				
Current:				
Salaries	7,801,615	7,801,615	7,860,635	(59,020)
Employment costs	3,945,012	3,945,012	3,937,248	7,764
Travel	18,420	18,420	16,467	1,953
Contractual services	126,025	126,025	195,011	(68,986)
Professional development	66,713	66,713	54,117	12,596
Public utilities service	317,301	317,301	245,923	71,378
Insurance	58,000	58,000	61,514	(3,514)
Transportation - buses	1,331,702	1,331,702	1,305,507	26,195
Land/building/facilities	222,890	222,890	215,322	7,568
Supplies and materials	413,258	413,258	428,482	(15,224)
Related services	255,573	255,573	256,873	(1,300)
Student activities	192,091	192,091	203,009	(10,918)
Capital outlays:				
Equipment	-	-	28,600	(28,600)
Property	-	-	540,035	(540,035)
Debt service:				
Principal	456,384	456,384	477,241	(20,857)
Interest	700,014	700,014	1,094,916	(394,902)
<b>TOTAL EXPENDITURES</b>	<u>15,904,998</u>	<u>15,904,998</u>	<u>16,920,900</u>	<u>(1,015,902)</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>323,322</u>	<u>323,322</u>	<u>(220,816)</u>	<u>(544,138)</u>
<b>NET CHANGES IN FUND BALANCE</b>	<u>\$ 323,322</u>	<u>\$ 323,322</u>	<u>(220,816)</u>	<u>\$ (544,138)</u>
<b>FUND BALANCE, BEGINNING OF YEAR</b>			<u>5,643,398</u>	
<b>FUND BALANCE, END OF YEAR</b>			<u>\$ 5,422,582</u>	

NOTE: The School's budget is presented on the modified accrual basis of accounting.

**MOT CHARTER SCHOOL  
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY**

	MEASUREMENT DATE					
	JUNE 30, 2019	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016	JUNE 30, 2015	JUNE 30, 2014
<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>						
School's proportion of the net pension liability	0.3236%	0.3093%	0.2780%	0.2380%	0.1982%	0.1717%
School's proportion of the net pension liability - dollar value	\$ 5,039,579	\$ 3,993,955	\$ 4,075,418	\$ 3,587,232	\$ 1,318,772	\$ 632,204
School's covered employee payroll	\$ 6,716,822	\$ 6,140,144	\$ 5,415,532	\$ 4,539,959	\$ 3,696,998	\$ 2,717,333
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	75.03%	65.05%	75.25%	79.01%	35.67%	23.27%
Plan fiduciary net position as a percentage of the total pension liability	85.41%	87.49%	85.31%	84.11%	92.67%	95.80%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**MOT CHARTER SCHOOL  
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
Contractually required contribution	\$ 889,193	\$ 794,600	\$ 639,803	\$ 518,808	\$ 434,928	\$ 353,433
Contributions in relation to the contractually required contribution	889,193	794,600	639,803	518,808	434,928	353,433
Contribution excess	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School's covered employee payroll	\$ 7,434,724	\$ 6,716,822	\$ 6,140,144	\$ 5,415,532	\$ 4,539,959	\$ 3,696,998
Contributions as a percentage of covered-employee payroll	11.96%	11.83%	10.42%	9.58%	9.58%	9.56%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

MOT CHARTER SCHOOL  
**DRAFT FOR DISCUSSION PURPOSES ONLY**  
 SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY

<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>	<u>MEASUREMENT DATE</u>		
	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>
School's proportion of the net pension liability	0.3151%	0.3014%	0.2716%
School's proportion of the net pension liability - dollar value	\$ 25,108,625	\$ 24,747,212	\$ 22,425,436
School's covered employee payroll	\$ 6,716,822	\$ 6,140,144	\$ 5,415,532
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	373.82%	403.04%	414.09%
Plan fiduciary net position as a percentage of the total pension liability	4.89%	4.44%	4.13%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

MOT CHARTER SCHOOL  
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS

DRAFT - FOR DISCUSSION PURPOSES ONLY

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 930,234	\$ 791,821	\$ 677,069
Contributions in relation to the contractually required contribution	<u>930,234</u>	<u>791,821</u>	<u>677,069</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 7,434,724	\$ 6,716,822	\$ 6,140,144
Contributions as a percentage of covered-employee payroll	12.51%	11.79%	11.03%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.



DRAFT - FOR DISCUSSION PURPOSES ONLY

**SUPPLEMENTARY INFORMATION**

**MOT CHARTER SCHOOL  
COMBINING BALANCE SHEET - GENERAL FUND  
JUNE 30, 2020**

	<u>State Allocation</u>	<u>Local Funding</u>	<u>Federal Funding</u>	<u>Totals</u>
<b>ASSETS</b>				
Cash and investments	\$ 16,574	\$ 6,435,202	-	\$ 6,451,776
<b>TOTAL ASSETS</b>	<u>\$ 16,574</u>	<u>\$ 6,435,202</u>	<u>-</u>	<u>\$ 6,451,776</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	-	\$ 55,467	-	\$ 55,467
Unearned revenue	-	25,859	-	25,859
Accrued salaries and related costs	-	1,577,550	-	1,577,550
<b>TOTAL LIABILITIES</b>	<u>-</u>	<u>1,658,876</u>	<u>-</u>	<u>1,658,876</u>
<b>FUND BALANCES:</b>				
Committed	-	3,240,175	-	3,240,175
Unassigned	16,574	1,536,151	-	1,552,725
<b>TOTAL FUND BALANCES</b>	<u>16,574</u>	<u>4,776,326</u>	<u>-</u>	<u>4,792,900</u>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<u>\$ 16,574</u>	<u>\$ 6,435,202</u>	<u>-</u>	<u>\$ 6,451,776</u>

**MOT CHARTER SCHOOL  
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2020**

	State Allocation	Local Funding	Federal Funding	Totals
<b>REVENUES</b>				
Charges to school districts	-	3,280,837	-	3,280,837
Food service revenue	-	151,672	74,114	225,786
State aid	12,189,105	-	-	12,189,105
Federal aid	-	-	374,106	374,106
Earnings on cash and investments	-	243,997	-	243,997
Contributions	-	11,451	-	11,451
Other local sources	-	374,802	-	374,802
<b>TOTAL REVENUES</b>	<u>12,189,105</u>	<u>4,062,759</u>	<u>448,220</u>	<u>16,700,084</u>
<b>EXPENDITURES</b>				
Current:				
Instructional services	7,126,797	2,365,814	374,106	9,866,717
Operation and maintenance of facilities	944,427	258,866	-	1,203,293
Administrative services	1,521,785	429,793	-	1,951,578
Transportation	943,382	362,125	-	1,305,507
Food services	140,542	238,357	74,114	453,013
Capital outlays:				
Equipment	-	28,600	-	28,600
Property	527,062	12,973	-	540,035
Debt service:				
Principal	379,457	97,784	-	477,241
Interest	521,654	573,262	-	1,094,916
<b>TOTAL EXPENDITURES</b>	<u>12,105,106</u>	<u>4,367,574</u>	<u>448,220</u>	<u>16,920,900</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>83,999</u>	<u>(304,815)</u>	<u>-</u>	<u>(220,816)</u>
<b>OTHER FINANCING SOURCED (USES)</b>				
Transfers Out	(70,319)	(23,194)	-	(93,513)
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>(70,319)</u>	<u>(23,194)</u>	<u>-</u>	<u>(93,513)</u>
<b>NET CHANGE IN FUND BALANCES</b>	13,680	(328,009)	-	(314,329)
<b>FUND BALANCES, BEGINNING OF YEAR</b>	2,894	5,104,335	-	5,107,229
<b>FUND BALANCES, END OF YEAR</b>	<u>\$ 16,574</u>	<u>\$ 4,776,326</u>	<u>\$ -</u>	<u>\$ 4,792,900</u>

**MOT CHARTER SCHOOL**  
**SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**

EXPENDITURES

Current:

Salaries	\$ 7,860,635
Employment costs	3,937,248
Travel	16,467
Contractual services	195,011
Professional development	54,117
Public utility services	245,923
Insurance	61,514
Transportation - buses	1,305,507
Land/building/facilities	215,322
Supplies and materials	428,482
Related services	256,873
Student activities	203,009

Capital outlays:

Equipment	28,600
Property	540,035

Debt service:

Principal	477,241
Interest	1,094,916

TOTAL EXPENDITURES

\$ 16,920,900

# DRAFT - FOR DISCUSSION PURPOSES ONLY

## INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

(to be determined)

Board of Directors  
MOT Charter School  
Middletown, Delaware

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the MOT Charter School ("the School"), Middletown, Delaware, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated (to be determined).

### Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

# DRAFT - FOR DISCUSSION PURPOSES ONLY

Board of Directors  
MOT Charter School

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BARBACANE, THORNTON & COMPANY LLP

**Appendix 15 - List of all settlements (if applicable)**

## **Appendix 15: List of all settlements**

MOT Charter School is not a party to any settlements for which it has any financial liability.