

FREIRE CHARTER SCHOOL

ANNUAL REPORT

2021-2022



**201 W 14th St,
Wilmington, DE 19801**

Phone:(302) 407-4800

I. OVERVIEW

1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Freire Charter School
Year School Opened	2015
Enrollment 2021-2022 ¹	503
Approved Enrollment	500
School Address	201 W 14th St, Wilmington, DE 19801
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://freirewilmington.org/
Name of School Leader	Madeline Weckel
School Leader Email and Phone Number	Madeline.weckel@freirecharterschool.org (302) 407-4800
Name of Board President	Clint Walker
Mission Statement: Freire Charter School Wilmington provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.	

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1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2021-2022. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2021-2022 ¹
Total Enrollment	503
# of Students on Waiting List	0
Gender	
% Male	49.30%
% Female	50.70%
Ethnicity/Race	
% African American	78.33%
% American Indian	
% Asian	0.20%
% Hispanic/Latino	11.73%
% White	7.36%
% Multiracial	2.39%
Special Populations	
% Special Education ²	21.67%
% English Language Learners	2.98%
% Low-Income	38.97%

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
10/1/18	Freire applied to decrease enrollment for from 560 to 500 students, effective school year 2019-20.	Approved

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>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		55
Grade 9		122
Grade 10		100
Grade 11		118
Grade 12		108
Total		503

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

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

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

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	Freire Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	51	83.61%
Grade 10	76	75.25%
Grade 11	104	85.95%
Grade 12	107	93.86%
Total/Avg	338	85.14%

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

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

Freire Wilmington's reenrollment rate fell slightly from 88% in 2020-21 to 85% in 2021-22. Historically, a leading indicator of families choosing to look elsewhere is academic struggle. As such, we closely monitor student performance in order to intervene early. When students and family members feel supported and confident that they can succeed at our school, they stay. A key root cause of attrition in the past two years is transportation. Families have expressed that long commutes are problematic, and as such, we're investigating various transportation options that might address this concern.

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II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability ratings for school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at: [Freire Charter School Report Card](#)

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

School Comments:

The unprecedented challenges presented by the COVID pandemic persisted in 2021-22. We observed a marked decline in attendance -- percent of students attending 90% fell from 75% in 2021 to 32% in 2022, and this, of course, impacted achievement on state assessments. Compared to prior year, ELA proficiency fell among 8th and 11th graders. While we were pleased that 8th grade Math saw growth by five percentage points, 11th grade Math proficiency dropped seven points. A potential contributing factor is that we launched a new ELA curriculum in 2022, which inevitably created new learning curves

for teachers and students. We know that implementing a new curriculum presents learning gaps for staff, and as such, we revamped our new teacher PD this year to better prepare teachers for both the Math and ELA curricula.

In an internal study we conducted in 2022, we found that chronic absenteeism was correlated with lower performance on state assessments. As such, our teams will continue to cross-collaborate in the area of attendance to: identify the root causes of student absenteeism, share meaningful resources with families, and support students in articulating a plan for success. We will continue to communicate student absences with parents and guardians, and involve them in the process of identifying barriers. Attendance updates as early as three absences, and attendance-specific report cards to show whether students are on or off track, have already proven effective in generating urgency, and showing positive attendance outcomes.

That said, we remained steadfast in our commitment to preparing students for college – 92% of seniors in 2022 applied to at least one two or four-year college, and 90% received at least one acceptance. A handful of students were awarded full rides, and collectively, the class was awarded more than \$5 million dollars in scholarships and aid. The class enrolled in over 25 colleges and universities – among them: Cornell University, Delaware State, and University of Delaware. Nursing, finance, and natural sciences were among the top majors of interest.

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Performance Agreement

Academic Performance Expectations

Freire Charter School Wilmington's DSSF ratings are:

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

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

Mission Specific Goal(s):

Measure	Definition of Rating	Data Source	Data Collection Process
With our focus on providing a college preparatory education, our mission-specific goal is for students to gain understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.	Meets Standard: 90% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.	May include: -Participation rates for college visits	PDF Upload and entry into system
	Approaching Standard: 75% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, and in-school workshops, courses, and programming.	-Student participation rates for college-related events, speakers, workshops, courses, or other programming.	
	Far Below Standard: 60% of students will increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.		

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

School Comments:

Our approved performance agreement is that by 2023, our expectation is to achieve a “Meets” or “Exceeds” ratings on each metric area of the DSSF. Each year we will show growth within each metric area, putting us on track to achieve our academic performance expectations.

Due to the COVID pandemic, we did not receive a DSSF evaluation in 2021. We also learned that no one would receive an overall rating in 2022. When comparing our scores for 2021-22 versus 2018-19 (pre-pandemic), our percent of total points earned grew from 44% to 47%. School quality/student success points increased from 59 to 67. While achievement struggles to return to pre-pandemic levels (points decreased from 24 to 12), we fundamentally understand that performance must continue to improve and at a much sharper trajectory. Freire continues to focus on accelerating learning through high quality/highly rated curricula and grade level appropriate texts and materials. We believe that it is a disservice to students to pause grade-level learning to focus on what they missed. Indeed, research shows that students offered remedial work rarely catch up to where they were supposed to be. Instead, we have invested significant resources into high quality PD for our ELA and math teachers so they are better prepared to provide standards-aligned instruction with differentiated instructional supports.

And now that we are back in person, we are invigorating our student supports so that students are best positioned for success academically. Advising, attendance, MTSS, emotional supports, and extracurricular programming are among the key student supports that will play an instrumental role in shaping positive academic outcomes in the years ahead. Coaching, professional learning communities, and professional development will ensure that we have the most effective teaching staff.

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?

Freire Charter School- With our focus on providing a college preparatory education, our mission-specific goal is for 90% of students to increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.

- a) Rate the school's performance according to the criteria established by the school for its 2021-2022 mission specific goal(s).

School Comments:

Freire Wilmington has met the criteria for its mission specific goal since its inception. Starting in summer orientation, students participate in workshops addressing the college mission and how we will help students get there. Teachers receive professional development to help them embed college themes into coursework, for instance, using financial aid scenarios in math classes. And throughout the year, students participate in exploration activities. In 2021-22, activities included the HBCU Divine Nine Panel (where students had the opportunity to engage with alumni of various HBCUs), Lincoln University Feel the Roar Open House, and DelawareTECH trip. A highlight also included the HBCU Week College Fair where many students received their first college acceptances of the year in real time. In their social studies courses, all students receive dedicated time to writing college admission essays, researching aspects of college, and other aspects of the admissions process. Teachers received PD and implemented ways to incorporate college themes and structures into classes. Examples this year included using financial aid in math classes, college seminar-style discussion, etc.

When we expose students to a variety of experiences outside of the classroom through field trips and extracurriculars, students can expand upon what they learn in the classroom while exploring postsecondary education and potential career opportunities. Freire offers a diverse slate of extracurricular activities supported by our 21st Century Community Learning Centers grant. Our dedicated academic advisors and college counselors work intensively with students in every grade from the time they first enter the school through graduation. These relationships are essential to ensuring students can take the experiences outlined in our mission specific goal and use them to influence their decisions about post-secondary life. As such, Freire has not only provided programming around college access but has gone beyond the metrics within the mission specific goal with its commitment to expanding student experience.

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

See Appendix 1.

3.2 Organizational Performance

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

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

SUMMARY AND OVERALL RATING

Freire Charter School

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2021-2022	M	M	AS	M	M	M	M	M	M	M	Meets Standard

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

School Comments: Freire achieved a Meets Standard in every category except Educational Program 1c Students with Disabilities, where we received 13 of 14 points for an overall rating of Approaching Standard. This was due to metric 1c5 which measures implementation of IDEA Indicator 13: Transition planning in the IEP. Owing primarily to student attendance issues during the 21-22 school year, we were unable to complete the transition plans for a group of students.

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

School Comments:

We have a two pronged approach for improving performance in metric 1c5 during the 22-23 school year. First, we will closely monitor transition planning and progress monitoring via monthly data meetings. This will allow us to immediately intervene if we see any gaps in progress. Second, we will employ a range of tactics to increase attendance of all students, including students with IEPs, as chronic absenteeism was a root cause of the gaps in transition planning progress in 21-22. Our overall strategy centers on increased communication with students and families including updates as early as three absences and attendance-specific report cards to show whether students are on or off track.

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

Freire did not meet the standard for metric 1b3, falling short of the 95% test participation requirement.. Prior to the pandemic, Freire Wilmington regularly met the 95% threshold. In 21-22, there were several root causes that led to missing the standard. First, attendance issues that arose during pandemic closures persisted into 21-22. Second, the schedule of test days within the test window did not leave sufficient time for make ups. Third, we needed more targeted communication with students and families about the significance of participation in standardized testing. We are putting into place multiple measures to ensure we meet it in 22-23, including increased communication with families about attendance, especially for students at risk of chronic absenteeism – this includes attendance updates as early as three absences, and attendance-specific report cards to show whether students are on or off track; scheduling our test days earlier in the test window, with a prescheduled make up day as well as additional days available after that for make-up testing; and communicating with students and families the federal requirement of 95% participation to drive urgency. We use test results to help us improve our programming, and therefore we want to ensure that all students are represented.

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Performance Agreement

Organizational Performance Expectations

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

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

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

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School Comments:

Freire Wilmington has achieved an overall rating of Meets Standard for organizational performance in 21-22, meeting the performance expectation that we set. We continue to monitor performance in this area through the annual performance review, as well as proactively during the year.

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Clint	Walker	12/8/2020	12/7/2023	President	7/25/2017	2/24/2022
Tara	Terry	2/20/2020	2/19/2023	Secretary	5/21/2020	2/24/2022
John	Kane	1/28/2021	1/27/2024	Treasurer	2/2/2017	2/24/2022
Nathan	Moser	9/14/2020	9/13/2023	Board Member	12/1/2017	12/10/2022
Nate	Durant	6/27/2022	6/10/2022	Ex Officio		
Jillian	Mckenzie	3/24/2022	3/23/2025	Board Member	6/9/2022	5/7/2022
Evelyn	Davies	12/17/2020	12/16/2023	Parent Representative	12/10/2021	2/24/2022
Mark	Stellini	12/22/2020	12/21/2023	Board Member	10/13/2018	6/9/2022
Robert	Mansell	2/17/2022	2/16/2025	Board Member	waiting to receive	Waiting to receive
David	Singleton	4/18/2022	4/17/2025	Member at Large	5/18/2020	2/24/2022
Madeline	Weckel	6/27/2022	6/26/2025	Ex Officio		
Nathan	Will	6/21/2022	6/20/2025	Board Member	4/25/2019	2/24/2022

*Please list only the most recent training date.

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

School Comments:

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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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Amber	Gagliola			Community Member	4/13/2020
Kevin	Lair	11/17/2016		Teacher Representative	2/2/2017
Yana	Moughan			Parent Representative	12/27/2019
Bill	Ray	11/18/2015		Community Representative	2/2/2017
Eric	Williams	9/21/2016		Community Rep/Chair	2/2/2017
Richard	Riggs			DOE Representative	11/30/2015

School Comments:

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

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
72%	21	29

Review the table above with the school’s teacher retention trends and answer the following questions.

- a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments:

Retaining teachers and minimizing attrition rate begins with hiring high quality staff who are committed to Freire’s mission; as such, we have a rigorous, multi stage application process for all staff members. Prospective instructional staff members submit a resume, cover letter, sample lesson plan aligned to Common Core Standards, and references. Staff members screen incoming applications to determine applicants’ alignment with Freire values and expectations. Selected applicants then participate in 30-minute phone screenings with Freire staff to further determine whether an applicant will be a good addition to our team. Finally, a portion of applicants is invited to participate in an in-person interview with school leaders. Teaching applicants in most cases are required to conduct a demonstration lesson. Furthermore, to ensure student voices are recognized in decisions and that new staff are aligned to Freire values, a student component is also included in the interview process for new teachers.

The teacher retention rate in 21-22 was slightly lower than our five year average, which is not entirely unexpected given the “great resignation” that occurred during the COVID pandemic across multiple sectors. Key strategies we employ to retain staff include:

- Providing a safe and peaceful work environment
- Engaging teachers in decision making
- Providing leadership opportunities for teachers
- Providing frequent feedback on instruction
- Providing high quality professional development and ongoing coaching support

We monitor teacher attrition within the People Team at the Freire Schools Network Office. Teachers who leave are offered the opportunity to take an exit survey. We will review this data twice a year

with school and network leaders to look for any trends in reasons for leaving that might point to a need for immediate course corrections.

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

School Comments:

New Staff Induction: New Staff Induction starts prior to the beginning of the school year as new teachers and staff come together with administrators and selected veteran teachers for new staff training. The first two days focus heavily on Freire Schools' values as well as the core tenets of teaching and learning through the lens of the Deeper Learning Rubric. Depending on the staff member's role, the next two days include content-specific work preparing for Freire Wilmington's core curriculum.

Full Staff August Professional Development: All teachers and staff participate in five days of professional development prior to the first day of school. Overall, the core focus areas include: Academics (focused around the deeper learning rubric), Student Culture (focused on equity, relationships, and creating common routines and structures), and core topics to meet the needs of exceptional learners (for instance, school leaders and special education designee will attend the Special Education Policies, Procedures, and Procedural Safeguards training offered by the DDOE, and then share that information with staff).

School Year Professional Development: Once the school year is underway, we structure the school calendar to include seven full days of professional development throughout the year. These seven days are structured in inquiry cycles, with three cycles occurring throughout the year. Inquiry cycles are structured protocols that allow teachers and staff to ask the right questions of their practice, learn strategies and techniques, form and implement action plans, assess results, and then continue the cycle again for continuous improvement. These learning cycles will in particular align around interim assessments (e.g. STAR Benchmarking assessments, as well as diagnostic and formative assessments). In each inquiry cycle, data from these interim assessments and other measures is collected in order to inform selection of core strategies and priorities. Further, teachers analyze results of these assessments and adjust teaching accordingly. The professional development schedule is flexible and may be changed according to the specific needs revealed through the interim assessments. In recent years, PD days have include a focus on anti-racism. In 22-23, a cohort of 8 staff members are participating in approximately 18 hours of PD on the topic of restorative practices and all staff have the opportunity to participate in affinity groups.

In addition to these full days, staff meetings occur for an hour after school once a week, with time

devoted to common planning and collaboration for departments and/or grade level teams. To highlight one use of this time, department teams will meet every other week in Professional Learning Communities (PLC's) focused on excellent teaching and learning in their content area. We believe that some of the most impactful professional development is focused on a teacher's specific content area. Thus, our PLC's dive deep into standards, rigorous questioning, individual texts, and lesson planning. Tools such as the Achieve the Core Instructional Practice Guides are often the foundation of these sessions, and help our teachers see a vision of great instruction and are used by coaches to conduct walkthroughs.

Professional Development for School Leaders: The FSNO supports professional learning and growth for the Head of School and other developing leaders. This professional learning is aligned to Freire's six leadership domains: Effective Administration, Positive Culture, Interpersonal Skills, Academics, Operations, and Overall Leadership. The Head of School receives weekly coaching from the FSNO including CEO Kelly Davenport and other staff who are former school leaders and experienced in leadership development. Aspiring leaders participate in the Freire School Leader Fellowship, a program where school leaders across the network come together roughly every two months to learn, grow, and collaborate on a range of topics including Leading with Vision, Academic Leadership, and Distributed Leadership. Freire school leaders also regularly visit one another's schools to learn from colleagues.

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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	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management and Oversight	Overall Rating
Year	1	2	3	4	5	6	7	8	9	10	
2021-2022	M	M	AS	M	M	M	M	M	Not Rated	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:

Freire achieved a Meets Standard in every category except Days Cash, where we had 67 days cash on hand, for a rating of Approaching Standard. The State increased the standard for Days Cash on Hand Ratio from 60 days to 75 days effective FY 2022, a year in which we incurred significant HVAC repairs costs in addition to the capital purchase of our facility and the adjacent building.

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

School Comments:

Freire Wilmington's financial practices are strong, and have allowed the school to regularly achieve an overall rating of Meets Expectations for the Financial Performance framework.

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

Freire achieved a Meets Standard in every category except Days Cash, where we had 67 days cash on hand, for a rating of Approaching Standard. The State increased the standard for Days Cash on Hand Ratio from 60 days to 75 days effective FY 2022, a year in which we incurred significant HVAC repairs costs in addition to the capital purchase of our facility and the adjacent building.

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Performance Agreement

Financial Performance Expectations

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

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

School Comments:

Freire Wilmington achieved our Financial Performance goal of a "Meets Standard" rating. Freire Wilmington will continue to maintain financial health and outcomes in the future through collaboration with its support organization the Freire Schools Network Office and through compliance with the annual performance review.

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

School Comments:

Freire Wilmington did not receive any audit findings in 21-22.

V. INNOVATION

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

School Comments:

In June 2020, the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, Tony McDade, and the loss of too many other Black lives prompted a long-overdue reckoning about racism in America. This inflection point for our country prompted Freire Schools to begin interrogating the presence of racism in our work and our schools, and that month we made a Commitment to Antiracist Action. We knew that becoming an actively antiracist school network would require a sustained commitment, as well as a long-term action plan that would keep us focused on racial justice long after the news cycle changed focus. Our work focused on three network-wide goals, each of which supports the creation of a Freire Schools community based in racial justice and antiracism. The first is to raise the bar academically. From a new culturally responsive English Language Arts curriculum to an emphasis on discourse in our math classrooms, a recommitment to rigorous, student-centered teaching and learning is our highest priority and most important act of antiracism. The second is to engage our students in revisiting our climate and culture, to ensure that our practices humanize rather than criminalize our students, and to develop restorative support systems as part of our commitment to peace. And the third is to use the tools of generative conflict to ensure that all voices are heard.

In our first year, we worked with partner REthink (previously named Just Instruction). 8 Freire Wilmington staff members, a combination of administrators and teachers, joined 34 other Freire Schools staff members for 12 full days of Equity Driven Leadership training, and participated in weekly coaching sessions as well as monthly race-based affinity groups to provide staff with safe spaces to share their experiences, process feelings brought up by our work, and begin to develop a path forward. In our second year, all staff participated in five full days of training in Equity Driven Teaching & Learning. Our 42 leaders received an additional eight days of Equity Driven Leadership training plus antiracist leadership coaching, and our Board participated in a Diversity, Equity, and Inclusion (DEI) training as well. Ten staff members across the network participated in DEI Aspiring Leaders training in preparation to facilitate affinity groups. In our third year, the 22-23 school year, we are working with a new partner to provide a cohort of 8 staff members and 2 leaders per school in our network with comprehensive PD in developing a restorative approach to school culture and discipline.

Preliminary data for our 3 antiracist goals include:

Goal 1: Raise the bar academically through high quality curriculum.

100% of Freire Wilmington teachers were implementing our high quality curriculum based on classroom observation in math and ELA courses in Fall 2022.

Goal 2: Revisit our climate and culture to ensure that our practices humanize rather than criminalize our students, and to develop restorative support systems as part of our commitment to peace.

In addition to working with a group of student anthropologists to conduct qualitative research about Freire Schools non violence policy, in 21-22 Freire Wilmington anchored its work on goal 2 through an increased focus on peer mediation and therapy as restorative supports for students. Over the course of the year, 18 students participated as peer mediators and they led 13 mediations. In addition, staff led an additional 26 mediations. 63 students (and 6 staff members) participated in regular therapy with Freire Wilmington's Emotional Supports team. An additional 40 students did quick check-ins with the therapy team.

Goal 3: Use the tools of generative conflict to ensure that all voices are heard

In 21-22, there were 10 generative conflict conversations held by staff members as of the end of September; 4 additional conversations held by the end of November, 11, by the end of January, and 2 more held by the end of March.

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VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	
Location:	

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

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

Date

DRAFT

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

References:

¹ Based on September 30th Unit Count

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

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

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

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

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

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

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