

GREAT OAKS CHARTER SCHOOL

ANNUAL REPORT

2021-2022



**1200 North French Street,
Wilmington, DE 19801**

Phone:(302) 660-4790

I. OVERVIEW

1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Great Oaks Charter School
Year School Opened	2015
Enrollment 2021-2022 ¹	285
Approved Enrollment	325
School Address	1200 North French Street, Wilmington, DE 19801
District(s) of Residence	Christina School District
Website Address	https://wilmington.greatoakscharter.org/
Name of School Leader	Dr. LaRetha Odumosu
School Leader Email and Phone Number	Laretha.Odumosu@csnc.k12.de.us (302) 660-4790
Name of Board President	Angela Perry
Mission Statement; Campaign: Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What The purpose of the school is to give students the knowledge and values required to graduate from a competitive four-year college by delivering individualized instruction emphasizing character development and fostering relationships with families.	

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	285
# of Students on Waiting List	0
Gender	
% Male	54.74%
% Female	45.26%
Ethnicity/Race	
% African American	80.00%
% American Indian	0.35%
% Asian	0.70%
% Hispanic/Latino	14.04%
% White	4.91%
% Multiracial	
Special Populations	
%Special Education ²	27.02%
% English Language Learners	5.96%
% Low-Income	52.63%

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

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
3/17/21	Major Modification to change its grade configuration from grades 6-12 to grades 9-12, to begin with the elimination of grade six in school year 2021-22, grade seven in school year 2022-23, grade eight in school year 2023-24 and the authorized enrollment will be 325 students has been approved, effective immediately	Approved
7/21/20	Minor Modification to reduce enrollment by 14.9%	Approved

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

1.4 School Enrollment:

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

School Enrollment Trends		
<i>Cells highlighted in gray 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		25
Grade 8		61
Grade 9		64
Grade 10		35
Grade 11		43
Grade 12		57
Total		285

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 Re-enrollment Trends		
<i>Cells highlighted in gray were grade levels not serviced by this school</i>		
Great Oaks Charter School		
	Number of Students Re-enrolled Count	Percentage of Students Re-enrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7	17	100.00%
Grade 8	57	92.61%
Grade 9	57	65.52%
Grade 10	33	78.57%
Grade 11	41	97.62%
Grade 12	56	86.15%
Total/Avg	261	82.08%

** 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.

School Comments: It is our goal to maintain retention percentages above 85%. We will minimize attrition rates by engaging our student population, specifically the target areas such as 9th and 10th grade in authentic discussions regarding their school satisfaction. Our successful student advocacy partnership with the CEB building is also another venue that has led to successful outcomes. We will engage our local partners in student advocacy partners for our 9th and 10th graders as they have proven successful with the upper grades.

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: [Great Oaks Charter School Report Card](#)

- 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: Great Oaks has finally reached the last leg of its grade reconfiguration. In addition to the significant impact of the pandemic which has had a direct and lasting impact on all students, specifically the subgroup of students that we primarily serve, the shifting from a middle school program to a high school program has come with challenges in terms of instructional focus and alignment. We look forward to finalizing the grade reconfiguration which will aid in our instructional team focusing on key targets and focus areas when supporting students and teachers.

Performance Agreement

Academic Performance Expectations

Great Oak's Charter School's DSSF ratings for the 2018/2019 school year are:

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

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

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

School Comments: The data referenced while important for the time frame in which taken is no longer relevant to the new configuration of grades at Great Oaks. This data is solely reflective of middle school grades and Great Oaks no longer has a middle school. However, as we proceed forward, we will be sure to implement data-driven instruction and support for our teachers to ensure that student proficiency and growth at the high school level moves in an upward trajectory. We will also engage in

conversations with the Department of Education regarding appropriate measures of success for our student population and other similar groups.

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?

Mission Statement; Campaign:

Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What

The purpose of the school is to give students the knowledge and values required to graduate from a competitive four-year college by delivering individualized instruction emphasizing character development and fostering relationships with families.

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?

School Comments: Great Oaks has undergone significant transformation over the past years, however, we have held true to our goal of engaging with every student, every day and pushing students to success. Every staff member develops positive relationships with students and students have consistently reported feeling comfortable and supported at the school, even in the midst of significant transition.

Great Oaks is also at a space of continued transformation. As we enter our first year as a complete high-school only institution, our goals for our student population has shifted from students only attending a four-year college to ensuring that every student is set-up for post-secondary success. We are in the midst of hearing from our stakeholders regarding how the second portion of the mission should be edited in order to be more inclusive of this shift that has happened nation-wide.

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

School Comments: Great Oaks has maintained its focus on every student, every day, engaging, connecting and succeeding. However, the second half of our mission statement has shifted in response to our student population and the nation-wide shift regarding four-year universities being the only path to success. The key focus target for Great Oaks is to solidify the new direction of the school and to identify consistent supportive artifacts as proof of success in this new direction

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

3.2 Organizational Performance

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

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

SUMMARY AND OVERALL RATING

Great Oaks Charter School

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

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: During the pandemic year, tracking mission fidelity and supporting students with disabilities ways that were most helpful proved extremely difficult. As above stated, Great Oaks is in the process of revisiting our mission as we enter into the high-school only space. Great Oaks has already made significant progress in the space of supporting our students with disabilities with the recent and successful revamping of our special education department. We are pleased to see that the

majority of the areas within the organization framework are meeting standards and we look forward to continuing to meet the standards in this area.

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

School Comments: The school has completely revamped both the special education department and the leadership team. We have already experienced significant improvement in the overall operation of the school as well as the special education department as a result of this transition.

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

School Comments:

2022 was a year of extraordinary transition for Great Oaks Charter School. Though human capital transitions were numerous, including two senior staff members, we engaged in a process of revisiting the mission of the organization; we remain fully immersed in this process as we complete a full transformation to a school solely serving students in grades 9-12.

Despite the challenges lauded by such an audacious undertaking, the administration has simultaneously engaged in a total overhaul of the special education department, taking special care to robustly support our students with disabilities and address any outstanding special education concerns.

Lastly, but not finally, the Great Oaks Charter School Board of Directors has been intentionally revamped to meet the current needs of the school as it moves from a state of crisis to stabilization. The board chairman role turned over to ensure that local support is more readily available; we have targeted and staffed two essential areas of expertise: special education and legal; the CBOC has also been restaffed to ensure that both local and community-based support, alongside both corporate and general financial experience can be leveraged to sturdy the budget.

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).

School Comments:

Like schools across the nation, Great Oaks was directly impacted by school closures resulting from the pandemic. Additionally, we have recently undergone a full change management process, and organizational restructuring. In addition to significant transitions at the leadership team, and board of directors' level, the student population is becoming accustomed to cultural shifts occurring in the school as a result of such wide-scale change. While these shifts have been necessary, and have yielded positive results, any shift in organizational structure tends to impact the school's trajectory, both immediately, and in longer-term ways that can't always be measured in the present moment. As such, we look forward to making continued progress within the new organizational performance framework, and are confident that Great Oaks is headed in the right direction, acknowledging that additional shifts may yet be necessary.

3.3 Board Financial and Governance Members and Training

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

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Angela	Perry	8/2022	n/a	Chair	TBD	TBD
Jim	Mazarakis	2017	n/a	Chair Emeritus	2017	2017
Kelly	Firment	6/2020	n/a	member	N/A	8/2020
Edward	Emmett	10/2022	n/a	member	2/2011	12/2022
Antoinette	Capri	TBD	n/a	Parent Representative	TBD	TBD
Stacey	Clark	10/2022	n/a	member	n/a	TBD
Brandon	Brice	10/2022	n/a	member	n/a	TBD
Brett	Taylor	10/2022	n/a	member	n/a	TBD
Rebecca	Collins	10/2022	n/a	Legal Advisor	n/a	TBD
Joseph	Ross	10/2022	n/a	Teacher Representative	n/a	TBD

*Please list only the most recent training date.

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

School Comments:

Given the near complete turnover of the board of directors and committee members, most are undergoing training for the first time.

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

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Antoinette	Capri	1/2023	n/a	Parent Representative	TBD
Richard	Riggs	1/2023	n/a	DOE Representative	11/30/2015
Stephen	Swift	1/2023	n/a	Teacher Representative	TBD
Margaret	Ntambi	1/2023	n/a	Local, Financial Expert	TBD
Michelle	Lambert	1/2023	n/a	Certified Public Accountant	TBD
Angela	Perry	1/2023	n/a	Chair	TBD

School Comments:

Our CBOC is a wholly new committee as of January 2023. Financial training is currently taking place for each member, in accordance with compliance expectations.

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
35%	9	26

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

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

School Comments: Over the past few years, Great Oaks Charter School has been in transition every year as it pertains to teaching needs. Each year, Great Oaks has removed a middle school grade and added a high school grade. As expected, the teachers needed for lower middle school grades and upper high school grades are not the same. Due to that, the impact on teacher retention was not only expected but necessary. Additionally, Great Oaks has struggled to retain teachers as the goal of the school has shifted over the years. Moving forward, teacher retention will become more of a targeted focus as Great Oaks is conducting its final shift from middle to high school this upcoming school year. The team has already focused efforts on teacher satisfaction by intentionally creating an environment where feedback is encouraged and where teachers are celebrated. These efforts will continue as the school continues to forge ahead.

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

School Comments: All professional development is and will continue to target fundamental foundational aspects of a strong community and responding to the needs of our students. This information will be driven by the school’s annual targets in the key areas: instruction, student culture and staff culture.

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	FB	AS	AS	M	AS	AS	Not Rated	AS	Not Rated	AS	

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: Great Oaks operated at a deficit as a result of spending down prior year reserves to meet current year operations. The school implemented a reorganization of operations for Fiscal Year 2023 to operate at a surplus and has developed a five year plan to operate at a surplus year over year. This plan will result in The School improving standards year over year and meeting standards by Fiscal Year 2025.

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

School Comments: Great Oaks has developed improved processes around budgeting, expense controls and funding management. The process includes additional levels of approval for expenditures, assigning fiscal duties to individuals with increased skill and knowledge and more frequent review of use of funds.

Performance Agreement

Financial Performance Expectations

By September 2023, 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.

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

School Comments: See response in 4.1 B

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

School Comments: N/A

- c) School response to financial performance measures that are less than meets standards:

V. INNOVATION

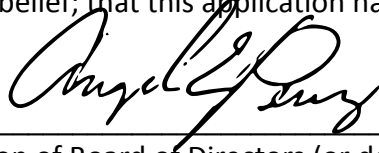
Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments: Great Oaks, as above shared, is finally in the space of becoming the school that the community has requested - a small high school located in the middle of the city of Wilmington. As we continue to craft our school identity and niche in our community, our innovation will continue to be engaging in responsively giving the community the intimate high school choice that it has actively requested and demanded.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Great Oaks Charter School
Location:	1200 North French St, Wilmington DE, 19801

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



1/27/23

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

Date

Print/Type Name:	Angela Perry
Title (if designated):	Board Chairman
Date of approval by board of directors:	January 27th, 2023

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.

