

# MOT CHARTER SCHOOL

**ANNUAL REPORT**

**2021-2022**



## MOT CHARTER

K-12 • Arts, Science, & Technology

### **K-8 Academy**

**1156 Levels Road,  
Middletown, DE 19709  
(302) 376-5125**

### **High School**

**1275 Cedar Lane Road,  
Middletown, DE 19709  
(302) 696-2000**

## 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 2021-2022 <sup>1</sup>	1376
Approved Enrollment	1392
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
<p><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.</p>	

## 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 <sup>1</sup>
Total Enrollment	1376
# of Students on Waiting List	1390
Gender	
% Male	50.73%
% Female	49.27%
Ethnicity/Race	
% African American	26.60%
% American Indian	0.15%
% Asian	14.68%
% Hispanic/Latino	7.12%
% White	46.22%
% Multiracial	5.09%
Special Populations	
% Special Education <sup>2</sup>	6.83% by our records we had 132 Special Education students in 2021-2022, or 9.59%
% English Language Learners	2.25%
% Low-Income	5.81% by our records we had 134 Low-Income students in 2021-2022, (based upon the number of students receiving free and reduced meals) or 9.74%

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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

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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		
Cells highlighted in grey were grade levels not serviced by this school		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K	75	78
Grade 1	75	78
Grade 2	75	78
Grade 3	78	78
Grade 4	75	78
Grade 5	76	78
Grade 6	75	78
Grade 7	77	81
Grade 8	75	81
Grade 9	188	189
Grade 10	188	163
Grade 11	176	164
Grade 12	159	152
<b>Total</b>	<b>1392</b>	<b>1376</b>

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

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 the Class of 2021 had 172 members. 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 the Class of 2022 dip below expectations. We have taken steps to address this dip in the past few admissions cycles, and fully anticipate being able to reverse this trend in future years.

**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	1	
Grade 1	70	93.33%
Grade 2	72	96.00%
Grade 3	77	98.72%
Grade 4	75	100.00%
Grade 5	73	96.05%
Grade 6	73	97.33%
Grade 7	76	98.70%
Grade 8	73	97.33%
Grade 9	46	58.97%
Grade 10	144	77.42%
Grade 11	156	87.15%
Grade 12	152	93.83%
<b>Total/Avg</b>	<b>1088</b>	<b>89.84%</b>

\*\* 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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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.

## 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:**  
[MOT Charter School Report Card](#)

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.

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#### School Comments:

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.

In recent years 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.
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- 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.

A review of data captured in the Delaware Schools Report Card confirms that MOT continues to demonstrate academic success. Our graduation and attendance rates approached 100% again in 2021-2022, and our students continue to outpace their peers in both ELA and Math proficiency. Overall, MOT students scored an ELA proficiency rating of 71% (compared to the state-wide proficiency rate of 42%), and a Math proficiency rating of 56% (compared to the state-wide proficiency rating of 30%). Both of these areas, however, remain below our internal goals. Prior to the COVID pandemic, MOT students regularly earned proficiency ratings of 78% in ELA and 65% in Math. Unfortunately, COVID had a significant impact on student proficiency across the state, and MOT was no exception. Data for the 2021 academic year showed a state-wide drop in ELA proficiency of 11 percentage points (from 53% to 42%) and a state-wide drop in Math proficiency of 12 percentage points (from 42% to 30%). MOT was not immune from this COVID impact – overall MOT saw a 13 percentage point drop in ELA, from 78% to 65%, and a 12 percentage point drop in Math, from 63% to 51%. One of our main goals as we emerged from the pandemic was to get back up to our original benchmark levels within two years. After one year, we have made significant progress towards that goal (back up to 71% in ELA and 56% in Math) and fully expect to be back at pre-COVID proficiency levels by the end of the 2022-2023 academic year.

Finally, one additional metric of which we are incredibly proud is that over the last four years, 98% of our seniors have been accepted into a college of their choice. 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 past few years has not yet brought us to our ultimate goals.

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**Performance Agreement**

**Academic Performance Expectations**

***MOT Charter School's DSSF ratings are:***

<b>Metric Area/Metrics</b>	<b>Points</b>	<b>Point Earned</b>	<b>Percent Point</b>
<b><i>Academic Achievement</i></b>	100.00	71.00	71% Exceeds Expectations
<b><i>Academic Progress</i></b>	125.00	82.00	66% Exceeds Expectations
<b><i>School Quality/Student Success</i></b>	75.00	75.00	100% Exceeds Expectations
<b><i>Graduation Rate</i></b>	75.00	73.00	97% Exceeds Expectations
<b><i>Progress toward English Language Proficiency</i></b>	50.00	35.00	70% Exceeds Expectations
<b><i>Overall Percentage/Ratings</i></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.**

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

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#### School Comments

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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### 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?

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.

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

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#### School Comments

MOT Charter School mission specific goal performance analysis for the 2021-2022 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 2017 or beyond. 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 21st century skills, diverse and student-centered teaching strategies, and high levels of student and parent engagement, we chose specific survey questions that best captured the goal

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behind each subcategory. These internal surveys have been used each year until 2020-2021. Since March of 2020, the COVID-19 pandemic has severely impacted the social, emotional, and academic well-being of all members of the educational community, including students, families and staff members at MOT Charter. A great deal of attention has been given to the social-emotional well-being of students and the impact that the pandemic has had on school climate and culture. For the 2021-2022 academic year we decided to analyze our mission-specific goals through the lens of culture and climate. To achieve that goal, we chose to conduct the Delaware School Climate survey with all families, students and staff members. We mapped questions from the climate surveys for home, students, and staff to our three main areas of focus (high academic standards, diverse teaching strategies, and high levels of engagement) in order to arrive at our results for the 2021-2022 academic year.

The percent of responses that indicated “agree” or “strongly agree” (or the closest question-specific similar choices) with the question was determined to be the “score” for that question. Questions were then mapped to one of the three main categories under consideration. For the 2021-2022 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 21st century skills (80.25%), diverse and student-centered teaching strategies (88.12%), and high levels of student and parent engagement (91.05%) 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](#).

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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2021-2022	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:

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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 (7 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 (13 years; previously a K8 Academy Principal; three children attend MOT)
- High School Principal (8 years at MOT; previously spent 15 years at a local district)
- K8 Academy Principal (18 years; previously a lead mentor)
- Business Manager (19 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.
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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.

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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



## Performance Agreement

### Organizational Performance Expectations

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

*By September 2024, 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:

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 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*
Jennifer	Taylor	3/16/2022	3/15/2025	Chair	11/27/2019	12/5/2019
Lou	Savino	11/18/2020	11/17/2023	Vice Chair	12/16/2019	12/5/2019
Dave	Watlington	11/18/2020	11/17/2023	Treasurer	11/21/2013	9/29/2020
Sam	Sullivan	11/18/2020	11/17/2023	Secretary	11/27/2019	10/21/2019
Harvey	Johnson	3/17/2021	3/16/2024	Board Member	12/18/2022	12/18/2022
Lillian	Latan	7/29/2020	7/28/2023	Board Member	9/27/2020	9/2020
Mir Sadiq	Ali Khan	9/23/2020	9/22/2023	Board Member	11/27/2019	12/5/2019
Travis	Piser	11/18/2021	11/17/2024	Board Member	11/27/2019	12/5/2019
Steve	Stallone	11/18/2020	11/17/2023	Board Member	11/27/2019	12/5/2019
Edward	Southworth	n/a	n/a	Ex Officio Board Member	1/3/2023	1/4/2023

\*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 then-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 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 their first full year as members of the board.

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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
Lou	Savino	Board Member	12/16/2019
Joe	Ulizio	Parent Rep	12/13/2019
Jennifer	Taylor	Teacher Rep	11/27/2019
Edward	Southworth	Head of School	1/4/2023
Dave	Watlington	Committee Chair	11/21/2013
Meryl	Hewett	Business Manager	6/4/2020
Richard	Riggs	DOE Rep	11/30/2015

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**School Comments:**

All members of the CBOC completed the DDOE financial trainings at the time they joined the committee. The Head of School and Business manager renew their training every few years as new members join the committee.

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**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
90%	74	82

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:**

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

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**School Comments:**

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
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International Technology and Engineering Educators  
National Science Teaching Association

Statewide organizations include the:

- 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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## 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	M	M	AS	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:

MOT Charter School received a “meets standard” overall rating for 2021-2022. Additionally, we have received an overall rating of “meets standard” in each of the past six 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

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2021-2022 MOT Charter School - Scorecard

<b>Aggregated Three-Year Total Margin</b>		<b>Approaching Standard</b>
2022 Aggregated 3-Year Total Margin		-0.3%
2022 Net Income		\$6,805.00
2021 Net Income		(\$446,627.00)
2020 Net Income		\$304,674.00
2022 Total Revenue		\$17,508,295.00
2022 Total Expenses		\$17,501,490.00
2021 Total Revenue		\$16,574,052.00
2021 Total Expenses		\$17,020,679.00
2020 Total Revenue		\$16,700,084.00
2020 Total Expenses		\$16,395,410.00
<b>Meets Standard</b>	<b>Aggregated Three-Year Total Margin is positive</b>	
<b>Approaching Standard</b>	<b>Aggregated Three-Year Total Margin is greater than or equal to -1.5% but not positive</b>	
<b>Far Below Standard</b>	<b>Aggregated Three-Year Total Margin is less than -1.5%</b>	
<b>Not Rated</b>	<b>School does not have 3 years of data</b>	
<b>Aggregated 3-Year Total Margin</b>	<b>(Sum of 3 Years' Net Income) / (Sum of 3 Years' Total Revenues)</b>	
<b>Net Income</b>	<b>Total Revenue – Total Expenses</b>	

**School Response To Rating:**

MOT's 2020-2021 Net Income is negative due to an overall drop in net assets in the amount of \$446,627. This reduction was driven primarily by lower-than-anticipated revenues, which were due to falling interest rates and other revenues impacted by COVID, as well as increased expenses due to increased accrual for salaries and increased depreciation expenses.



**Performance Agreement**

**Financial Performance 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.*

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

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**School Comments:**

For the 2021-2022 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 (non-COVID-impacted) 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

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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 intervention services, counseling, mentoring, tutoring, online supports, and weekly check-ins. In the case of these interventions 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 chromebook 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

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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.

***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 interactions with others, we investigated potential approaches to help students recognize the

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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. 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.

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.

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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 few 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. At the high school level this work is done in mixed-age advisory groups of students who share the same major pathway that meet one day each week. 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.

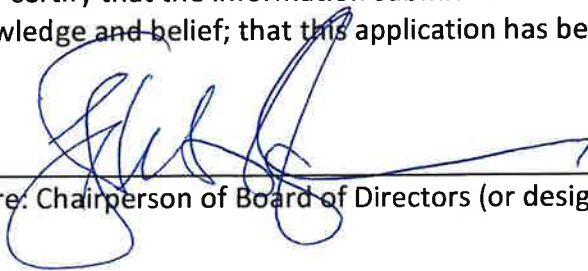
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**VII. ANNUAL REPORT CERTIFICATION STATEMENT**

<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)

01-18-2023  
 Date

<b>Print/Type Name:</b>	Jennifer Taylor
<b>Title (if designated):</b>	Chair, Board of Directors
<b>Date of approval by board of directors:</b>	January 18, 2023

**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>	Internal Surveys	Anonymous surveys conducted electronically.	<b>1a1</b>



MOT Charter School mission specific goal performance analysis for the 2021-2022 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 2017 or beyond. 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, diverse and student-centered teaching strategies, and high levels of student and parent engagement**, we chose specific survey questions that best captured the goal behind each subcategory. These internal surveys have been used each year until 2020-2021. Since March of 2020, the COVID-19 pandemic has severely impacted the social, emotional, and academic well-being of all members of the educational community, including students, families and staff members at MOT Charter. A great deal of attention has been given to the social-emotional well-being of students and the impact that the pandemic has had on school climate and culture. For the 2021-2022 academic year we decided to analyze our mission-specific goals through the lens of culture and climate. To achieve that goal, we chose to conduct the Delaware School Climate survey with all families, students and staff members. We mapped questions from the climate surveys for home, students, and staff to our three main areas of focus (high academic standards, diverse teaching strategies, and high levels of engagement) in order to arrive at our results for the 2021-2022 academic year.

The percent of responses that indicated “agree” or “strongly agree” (or the closest question-specific similar choices) with the question was determined to be the “score” for that question. Questions were then mapped to one of the three main categories under consideration. **For the 2021-2022 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** (80.25%), **diverse and student-centered teaching strategies** (88.12%), and **high levels of student and parent engagement** (91.05%) scores exceeded the 60% threshold.

A summary of survey results is below, providing scores for each of the three main categories.

#### Mission-specific goal setting

- I. High Academic Standards with a focus on 21<sup>st</sup> Century Skills – 80.25% (average of all 20 questions)
- II. Diverse & Student-centered Teaching Strategies – 88.12% (average of all 26 questions)
- III. High Levels of Student & Parent Engagement – 91.05% (average of all 24 questions)

2022 Delaware School Climate Survey

High Academic Standards

Survey Group	Section	Question	Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT
Home	Cognitive Engagement	<b>My child tries his/her best in school.</b>					
			0.00%	5.81%	45.51%	47.67%	94.18%
Home	Cognitive Engagement	<b>My child turns in his/her homework on time.</b>					
			0.00%	9.30%	37.21%	53.49%	90.70%
Home	Cognitive Engagement	<b>My child gets good grades in school.</b>					
			1.16%	6.96%	48.84%	43.02%	91.86%
Home	Cognitive Engagement	<b>When my child makes a mistake, he/she tries to fix it.</b>					
			0.00%	5.81%	45.35%	48.84%	94.19%
Students	Student Engagement	<b>Most students turn in their homework on time.</b>					
			2.47%	40.74%	55.56%	1.23%	56.79%
Students	Student Engagement	<b>Most students try their best.</b>					
			6.17%	27.16%	50.62%	16.05%	66.67%
Students	Student Engagement	<b>Most students work hard to get good grades.</b>					
			2.47%	22.22%	53.09%	22.22%	75.31%
Students	Cognitive Engagement	<b>I try my best in school.</b>					
			0.00%	3.70%	48.15%	48.15%	96.30%
Students	Cognitive Engagement	<b>I turn in my homework on time.</b>					
			1.23%	13.58%	46.91%	38.27%	85.18%
Students	Cognitive Engagement	<b>I get good grades in school.</b>					
			1.23%	6.17%	41.98%	50.62%	92.60%
Students	Cognitive Engagement	<b>When I make a mistake, I try to fix it.</b>					
			0.00%	1.23%	55.56%	43.21%	98.77%
Staff	Clarity of Expectations	<b>Rules are made clear to students.</b>					
			7.14%	26.79%	44.64%	21.43%	66.07%
Staff	Clarity of Expectations	<b>Students know how they are expected to act.</b>					
			3.57%	19.64%	51.79%	25.00%	76.79%
Staff	Clarity of Expectations	<b>Students know what the rules are.</b>					
			3.57%	17.86%	53.57%	25.00%	78.57%
Staff	Clarity of Expectations	<b>It is clear how students are expected to act.</b>					
			10.71%	16.07%	42.86%	30.36%	73.22%
Staff	Use of Social Emotional Learning Techniques	<b>Students are taught how to feel responsible for how they act.</b>					
			7.14%	26.79%	44.64%	21.43%	66.07%
Staff	Use of Social Emotional Learning Techniques	<b>Students are taught to understand how others think and feel.</b>					
			3.57%	19.64%	51.79%	25.00%	76.79%
Staff	Use of Social Emotional Learning Techniques	<b>Students are taught that they can control their own behavior.</b>					
			3.57%	17.86%	53.57%	25.00%	78.57%
Staff	Use of Social Emotional Learning Techniques	<b>Students are taught how to solve conflicts with others.</b>					
			10.71%	16.07%	42.86%	30.36%	73.22%
Staff	Use of Social Emotional Learning Techniques	<b>Students are taught they should care about how others feel.</b>					
			10.71%	16.07%	42.86%	30.36%	73.22%
Section Average:							80.75%

2022 Delaware School Climate Survey						
Diverse Teaching Strategies						
Survey Group	Section	Question	Disagree A LOT	Disagree	Agree	Agree A LOT
Home	Teacher student relations	Teachers treat students of all races with respect.	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.30%	3.45%	40.70%	54.65%
Total: Agree/Agree A LOT			95.55%			
Home	Teacher student relations	Teachers care about their students	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	6.98%	46.51%	46.51%
Total: Agree/Agree A LOT			93.02%			
Home	Teacher student relations	Teachers listen to students when they have problems.	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	6.98%	54.65%	38.37%
Total: Agree/Agree A LOT			93.02%			
Home	Teacher student relations	Adults who work there care about the students.	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.16%	5.83%	45.35%	47.67%
Total: Agree/Agree A LOT			93.02%			
Home	Clarity of Expectations	Rules are made clear to students.	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	5.81%	45.99%	48.20%
Total: Agree/Agree A LOT			94.19%			
Home	Clarity of Expectations	Students know how they are expected to act.	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.18%	4.65%	45.35%	48.82%
Total: Agree/Agree A LOT			94.19%			
Home	Clarity of Expectations	Students know what the rules are.	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.16%	4.65%	55.81%	38.37%
Total: Agree/Agree A LOT			94.18%			
Home	Clarity of Expectations	It is clear how students are expected to act.	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.18%	4.65%	51.16%	43.02%
Total: Agree/Agree A LOT			94.18%			
Students	Cognitive Engagement	I turn in my homework on time.	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.23%	13.58%	46.91%	38.27%
Total: Agree/Agree A LOT			85.18%			
Students	Teacher student relations	Teachers treat students of all races with respect.	Disagree A LOT	Disagree	Agree	Agree A LOT
			3.70%	17.28%	51.85%	27.16%
Total: Agree/Agree A LOT			79.01%			
Students	Teacher student relations	Teachers care about their students	Disagree A LOT	Disagree	Agree	Agree A LOT
			4.94%	12.35%	59.26%	23.46%
Total: Agree/Agree A LOT			82.72%			
Students	Teacher student relations	Teachers listen to students when they have problems.	Disagree A LOT	Disagree	Agree	Agree A LOT
			6.17%	23.46%	51.85%	18.52%
Total: Agree/Agree A LOT			70.37%			
Students	Teacher student relations	Adults who work here care about the students.	Disagree A LOT	Disagree	Agree	Agree A LOT
			2.47%	17.28%	62.96%	17.28%
Total: Agree/Agree A LOT			80.24%			
Students	Teacher student relations	Teachers like their students.	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.23%	18.52%	68.67%	13.58%
Total: Agree/Agree A LOT			80.25%			
Students	Clarity of Expectations	Rules are made clear to students.	Disagree A LOT	Disagree	Agree	Agree A LOT
			6.37%	17.28%	51.85%	24.60%
Total: Agree/Agree A LOT			78.54%			
Students	Clarity of Expectations	Students know how they are expected to act.	Disagree A LOT	Disagree	Agree	Agree A LOT
			3.70%	16.05%	58.02%	22.23%
Total: Agree/Agree A LOT			80.24%			
Students	Clarity of Expectations	Students know what the rules are.	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	16.05%	67.90%	16.05%
Total: Agree/Agree A LOT			83.95%			
Students	Clarity of Expectations	It is clear how students are expected to act.	Disagree A LOT	Disagree	Agree	Agree A LOT
			4.94%	11.11%	64.20%	19.75%
Total: Agree/Agree A LOT			83.95%			
Staff	Teacher student relations	Teachers treat students of all races with respect.	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	5.38%	37.50%	57.14%
Total: Agree/Agree A LOT			94.64%			
Staff	Teacher student relations	Teachers care about their students	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.79%	1.79%	25.00%	71.43%
Total: Agree/Agree A LOT			98.49%			
Staff	Teacher student relations	Teachers listen to students when they have problems.	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	7.14%	57.14%	35.71%
Total: Agree/Agree A LOT			92.85%			
Staff	Teacher student relations	Adults who work here care about the students.	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	1.79%	33.93%	64.28%
Total: Agree/Agree A LOT			98.22%			
Staff	Teacher student relations	Teachers like their students.	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	1.79%	50.00%	48.21%
Total: Agree/Agree A LOT			98.21%			
Staff	Use of Positive Behavioral Techniques	Students are praised often.	Disagree A LOT	Disagree	Agree	Agree A LOT
			1.79%	7.14%	66.07%	25.00%
Total: Agree/Agree A LOT			89.29%			
Staff	Use of Positive Behavioral Techniques	Teachers often let students know when they are being good.	Disagree A LOT	Disagree	Agree	Agree A LOT
			0.00%	12.50%	69.64%	18.07%
Total: Agree/Agree A LOT			85.71%			
Staff	Use of Positive Behavioral Techniques	Teachers use just enough praise and rewards; not too much or too little.	Disagree A LOT	Disagree	Agree	Agree A LOT
			5.36%	10.71%	66.07%	18.07%
Total: Agree/Agree A LOT			82.14%			
Section Average:						88.12%

2022 Delaware School Climate Survey

High Levels of Engagement

Survey Group	Section	Question	Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT
Home	Teacher-Home Communications	Teachers listen to concerns of parents.	0.00%	6.98%	47.67%	45.35%	93.02%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Teacher-Home Communications	Teachers show respect towards parents.	1.16%	1.16%	45.35%	52.33%	97.68%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Teacher-Home Communications	Teachers work closely with parents to help students when they have problems.	2.33%	15.12%	41.86%	40.70%	82.56%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Teacher-Home Communications	Teachers do a good job communicating with parents.	2.33%	18.60%	38.05%	43.02%	79.07%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Satisfaction with School	Overall, the climate is positive.	1.16%	3.49%	51.16%	44.19%	95.35%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Satisfaction with School	I am satisfied with the education students get.	1.16%	5.81%	41.86%	51.16%	93.02%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Satisfaction with School	I am pleased with school discipline.	3.49%	12.79%	60.47%	23.26%	83.73%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Satisfaction with School	I like this school.	1.16%	3.49%	41.86%	53.49%	95.35%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Behavioral Engagement	My child pays attention in class.	0.00%	5.81%	59.30%	34.89%	94.19%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Behavioral Engagement	My child follows the rules at school.	0.00%	0.00%	45.35%	54.65%	100.00%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Behavioral Engagement	When my child doesn't do well, he/she works harder.	0.00%	11.63%	51.16%	37.20%	88.36%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Behavioral Engagement	My child stays out of trouble at school.	0.00%	0.00%	38.37%	61.63%	100.00%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Emotional Engagement	My child feels happy in school.	0.00%	11.63%	50.00%	38.37%	88.37%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Emotional Engagement	My child thinks that his/her school is a fun place to be.	0.00%	20.93%	50.00%	29.07%	79.07%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Emotional Engagement	My child likes students who go to this school.	1.16%	2.33%	55.81%	40.70%	96.51%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Home	Emotional Engagement	My child likes this school.	0.00%	8.14%	44.19%	47.67%	91.86%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Students	Behavioral Engagement	I pay attention in class.	1.23%	6.17%	70.37%	22.22%	92.59%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Students	Behavioral Engagement	I follow the rules at school.	2.47%	1.23%	49.38%	46.91%	96.29%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Students	Behavioral Engagement	When I don't do well, I work harder.	1.23%	20.99%	39.51%	38.27%	77.78%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Students	Behavioral Engagement	I stay out of trouble at school.	1.23%	3.70%	33.33%	61.73%	95.06%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Students	Understanding how others think and feel	I think about how others feel.	1.23%	7.41%	23.46%	67.90%	91.36%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Students	Understanding how others think and feel	I care about how others feel.	2.47%	8.64%	28.40%	60.49%	88.89%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Students	Understanding how others think and feel	I respect what others think.	1.23%	4.94%	27.16%	66.67%	93.83%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Students	Understanding how others think and feel	I try to understand how others think and feel.	1.23%	7.41%	30.86%	60.49%	91.35%
		Disagree A LOT	Disagree	Agree	Agree A LOT	Total: Agree/Agree A LOT	
Section Average:							81.05%

## 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.

