

DELAWARE DEPARTMENT OF EDUCATION



2022-2023

ANNUAL CHARTER REPORT

Report Overview

As required by 14 Del. C. § 514, the Delaware Department of Education (DDOE) prepares an annual report for the Governor, General Assembly, and State Board of Education on the success or failure of charter schools and proposes changes necessary to improve or change the charter school program. As required, this report contains:

- a comparison of the per student expenditures of charter schools, considering all funding sources;
- recommendations relating to Delaware education laws, in light of the content of the annual reports submitted pursuant to 14 Del. C. § 513; and,
- the assessment of specific opportunities and barriers relating to the implementation of charter schools' innovations in the broader Delaware public education school system.

14 DE Admin. Code 275 further defines the requirements of this report to include an analysis of all charter schools in relationship to the Performance Framework.

General Charter School Information

Charter schools are public schools that are designed and operated by educators, parents, community leaders, educational entrepreneurs and others. They are chartered by local or state education agencies, who monitor their quality and effectiveness.

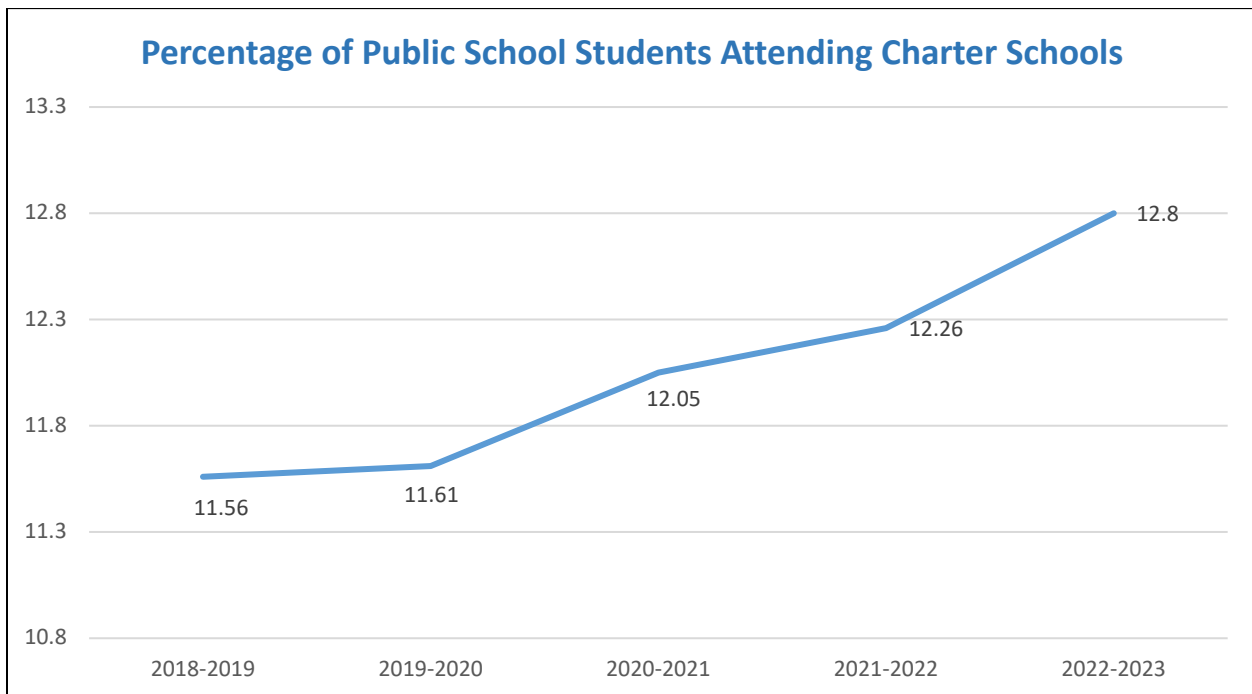
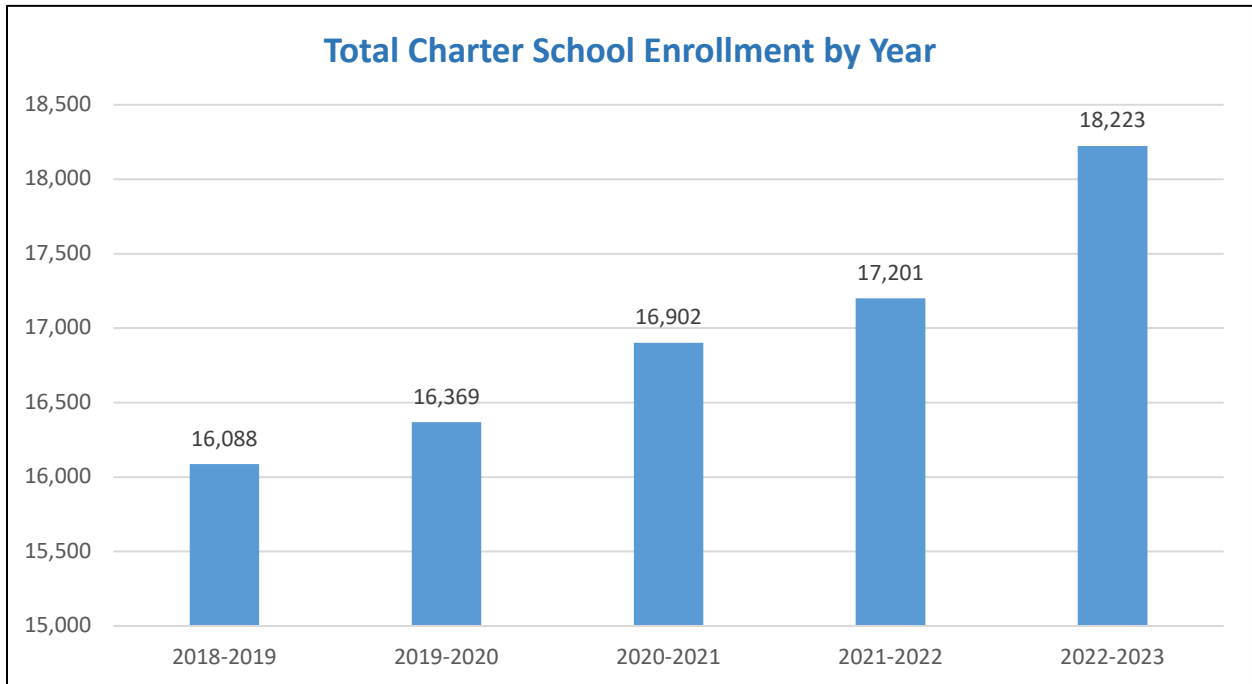
During the 2022-2023 school year, there were twenty-three charter schools in Delaware. Twenty-one of those charter schools were authorized by DDOE with the assent of the State Board of Education, and two were authorized by the Red Clay Consolidated School District. The 2022-2023 charter schools are listed below, along with their authorized enrollment and the year they opened.

<u>Authorized by DDOE</u>	<u>Authorized Enrollment (2022)</u>	<u>Year Opened</u>
Positive Outcomes	120	September 1996
East Side Charter School	460	September 1997
Campus Community Charter School	412	September 1998
Thomas Edison Charter School	745	September 2000
Sussex Academy	1,112	September 2000
Kuumba Academy	700	September 2001
Newark Charter School	2,996	September 2001
MOT Charter School	1,411	September 2002
Providence Creek Academy	708	September 2002
Academy of Dover	410	September 2003
Charter School of New Castle	760	September 2006
Las Americas ASPIRA Academy	1,347	August 2011
Gateway Charter School	198	August 2011

Odyssey Charter School	2,135	August 2011
Academia Antonio Alonso	690	August 2014
Early College School @Delaware State University	525	August 2014
First State Montessori Academy	650	August 2014
First State Military Academy	475	August 2015
Freire Charter School	500	August 2015
Great Oaks Charter School	325	August 2015
Sussex Montessori School	390	September 2020
<u>Authorized by Red Clay Consolidated School District</u>		
Charter School of Wilmington	970	September 1996
Delaware Military Academy	715	September 2003

*The [Bryan Allen Stevenson School of Excellence](#) has been approved to open during the fall of 2024.

Charter School Enrollment



Revenue and Expenditure Comparison

Revenue and expenditure data for charter schools and districts can be found within the Financial Educational Statistics Reports available on the DDOE website at <https://www.doe.k12.de.us/site/Default.aspx?PageID=1521>. Please note that financial data is lag data and the most recent report covers the 2021-2022 school year. Additional financial information for charter schools and districts can be found on the Delaware Report Card website at <https://reportcard.doe.k12.de.us/index.html>

Charter School Performance Framework

Charter schools are evaluated annually for their academic, organizational and financial performance using three separate performance frameworks. The Delaware Performance Framework guiding documents can be found on the Delaware Department of Education's Charter School website at <https://www.doe.k12.de.us/Page/2626>.

Delaware School Success Framework (DSSF)

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state. The DSSF measures the following areas to determine school success:

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

School academic data is published on the Delaware School Report Card website at <https://reportcard.doe.k12.de.us/>

Organizational Performance Framework

The purpose of the Organizational Performance Framework is to provide each charter school and the public a useful annual assessment of the school's organizational soundness, public stewardship and fulfillment of legal obligations. The Organizational Performance Framework seeks to provide information regarding these key questions:

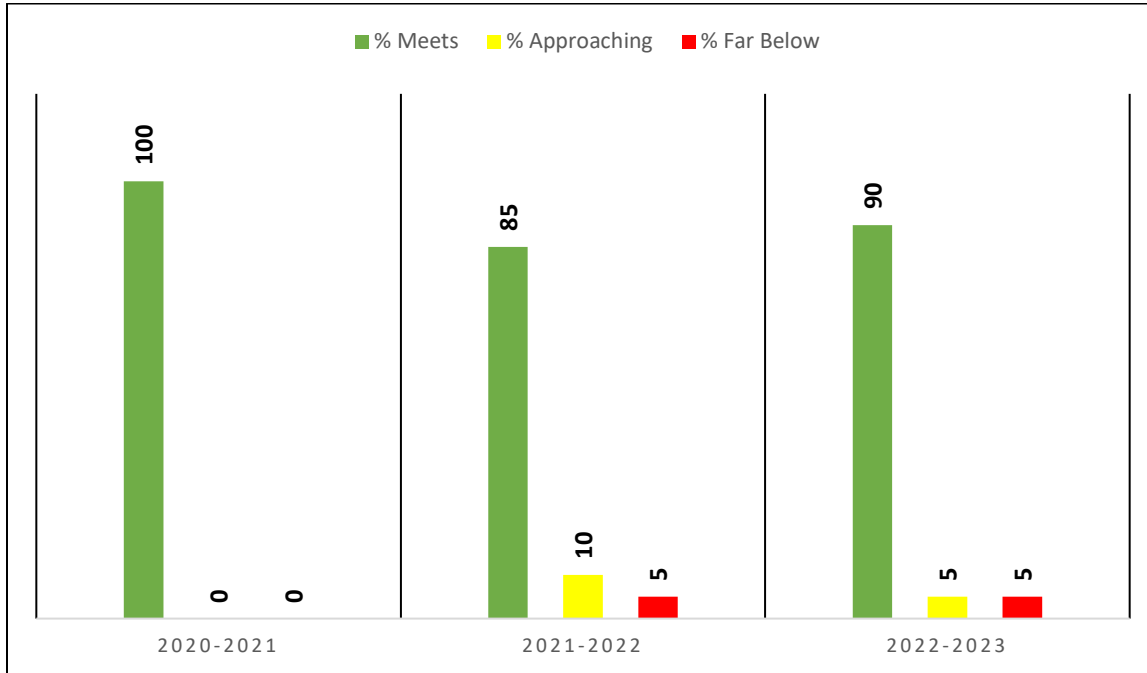
- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations, fiduciary duties and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

The overall Organizational Performance Framework is broken down into four metrics or indicators that include ten separate measures. These metrics/indicators and measures include:

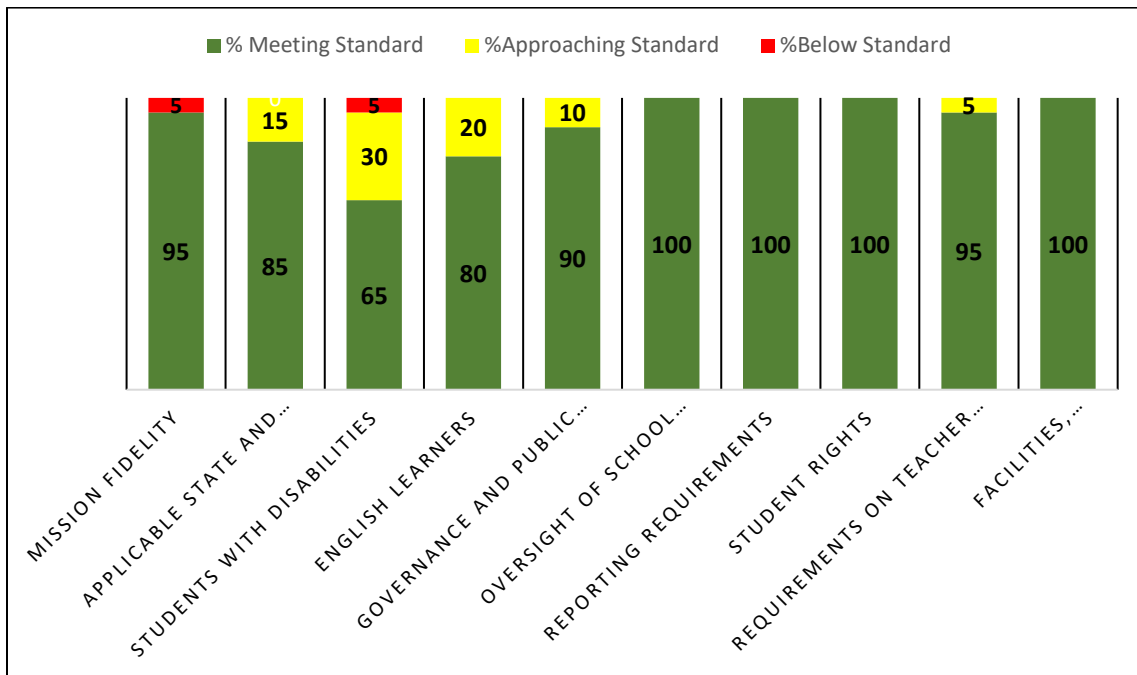
1. Education Program
 - a. Mission Fidelity
 - b. Applicable State and Federal Requirements
 - c. Students with Disabilities (SWDs)
 - d. English Learners (ELs)
2. Governance and Reporting
 - a. Governance and Public Stewardship
 - b. Oversight of School Management
 - c. Reporting Requirements
3. Students and Staff
 - a. Student Rights
 - b. Requirements on Teacher Certification and Hiring Staff
4. Facilities, Transportation, Health, and Safety

Individual school Organizational Framework reports can be found on the Delaware Department of Education's Charter School website at <https://www.doe.k12.de.us/Page/2631> .

Organizational Performance Framework (Overall Ratings) By Year



2022-2023 Organizational Framework – Individual Indicators



Financial Performance Framework

Charter schools have the autonomy to manage their financials consistent with state and federal law; however, authorizers must ensure that the schools they authorize are financially stable. Authorizers, by renewing or not renewing a charter school, determine whether that school is not only academically and operationally sound, but also financially viable.

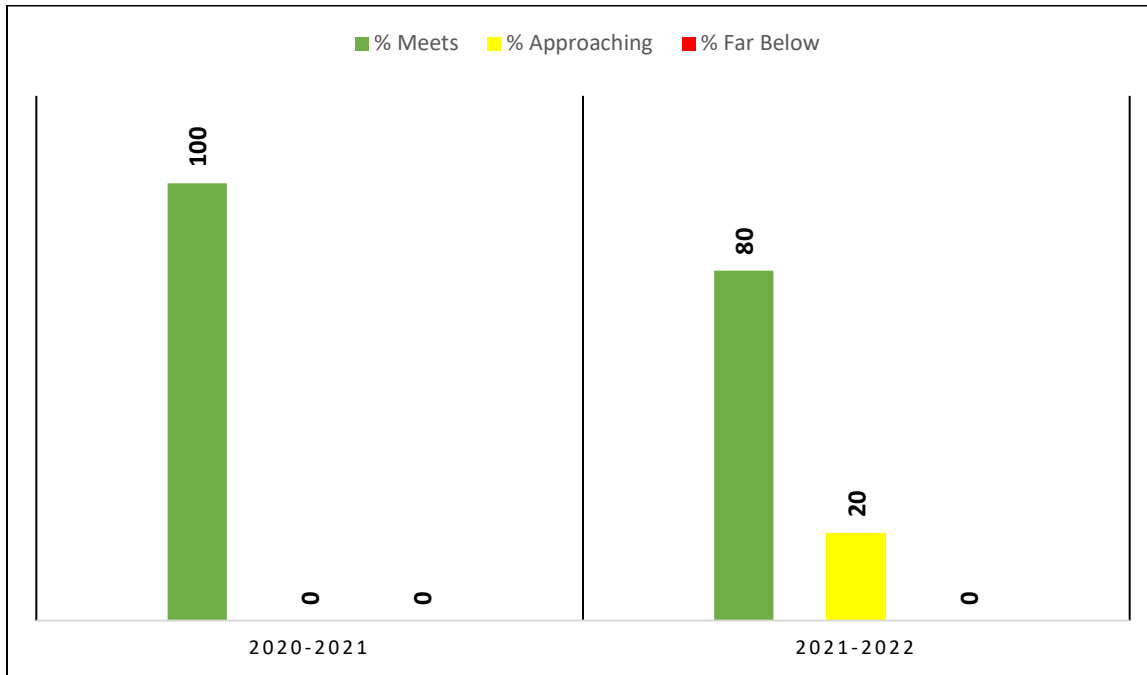
The purpose of the Financial Performance Framework is to provide key data to assess the financial health and viability of charter schools and to determine whether deeper analysis or monitoring is required. Through a set of nine interconnected metrics, the Financial Framework analyzes the current state of charter schools while considering the school's financial trends over a period of time. The measures are designed to be complementary and together, they provide a lens into a school's near-term financial situation, historic trends, and future viability.

The Financial Performance Frameworks are measured using the following indicators:

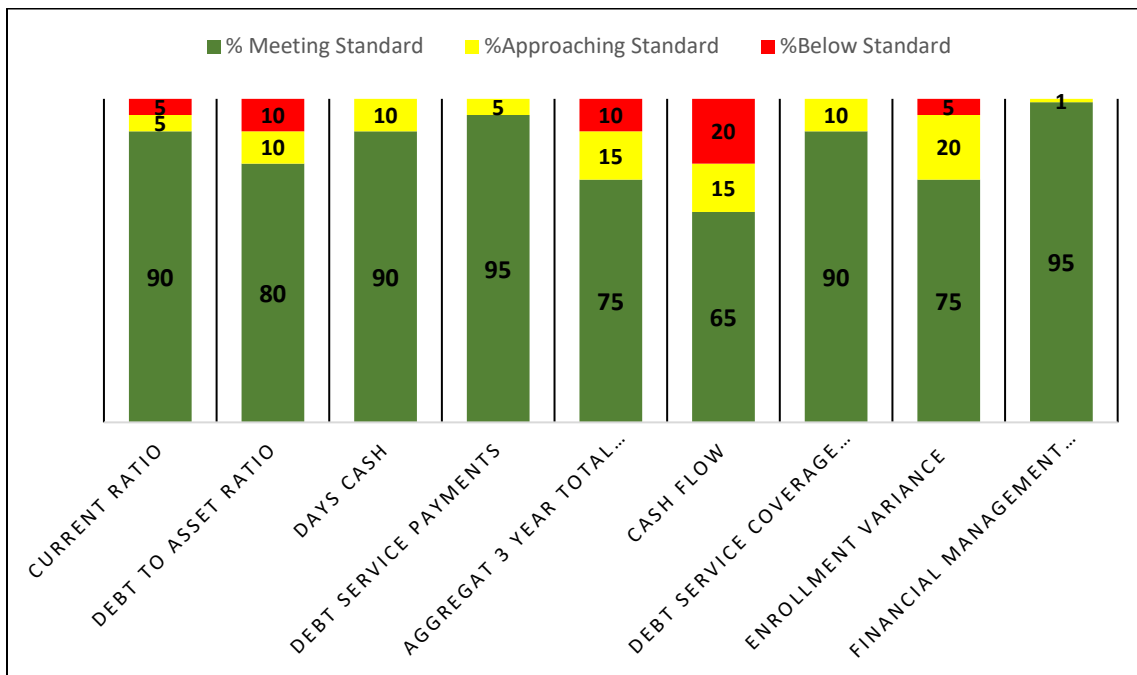
1. Current Ratio (Working Capital Ratio)
2. Debt to Asset Ratio
3. Days Cash
4. Debt Service Payments / Loan Covenants
5. Aggregate Three-Year Total Margin
6. Cash Flow
7. Debt Service Coverage Ratio
8. Enrollment Variance
9. Financial Management and Oversight

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Financial Performance Framework (Overall Ratings) By Year



2022-2023 Financial Framework – Individual Indicators



Innovation and Collaboration

Each charter school highlights innovative practices as a part of their annual reports that can be found at <http://www.doe.k12.de.us/page/2654>. Examples of innovative practices that can be replicated in other public schools include:

From First State Montessori Academy (FSMA):

“FSMA has fully implemented a Montessori Elementary (ages 6-9) and (ages 9-12) as well as Montessori Middle School (ages 12-14) / These programs utilized multi-age classrooms and individualized instruction because we know that each child learns at his/her own pace and will be ready for any given lesson in his/her own time, not on the teacher’s schedule of lessons. In a mixed-age class, children can always find peers who are working at their current level. Children normally stay in the same class for two years. With half of the class returning each year, the classroom culture tends to remain quite stable. Also, working in one class for two years allows students to develop a strong sense of community with their classmates and teachers.

FSMA’s staffing model is unique. FSMA has two certified teachers in every classroom and within that, at least one (and in many cases, both) are Montessori trained and certified staff members FSMA ensures that every educator is delivering an authentic] Montessori education and provides support, guidance, and professional develop throughout the year.”

From Freire Charter School (Freire):

“In 2023-24 Freire became a cell phone-free space using a system called Yondr. Yondr has been implemented in over 50 schools in our region (including Freire High School in Philadelphia) and over 1,000 schools across 21 countries to facilitate an engaged learning environment. We believe that cell phones have great utility. We have also found that learning and social behavior improve drastically when students are fully engaged with their teachers and classmates. The Yondr program utilizes a simple, secure pouch that stores a phone. Every student secures their phone in a personally assigned Yondr pouch when they arrive at school. Students maintain possession of their phones and may not use them until their pouches are opened at the end of the school day. If a parent needs to reach their child during the school day, they are able to call the main office. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times. Yondr recently surveyed over 900 school partners to measure the effects of creating phone-free educational environments. These schools achieved notable progress in multiple areas:

- 65% of schools saw an improvement in academic performance;
- 74% of schools saw an improvement in student behavior;
- 83% of schools saw an improvement in student engagement in the classroom.

Freire is implementing this system in 2023-24, because we saw the positive impact it made at Freire Charter High School in Philadelphia in 2022-23. In an end of year survey to get feedback and input from teachers, 97% of staff at Freire Charter High School reported wanting to continue the approach. The academic results in 2022-23 include a seven point higher proficiency rate in Algebra and 17% in ELA vs the year prior to the pilot. We look forward to Freire’s replication this school year and the impact evaluation we will conduct at the conclusion of the school year.”

From Las Americas ASPIRA Academy (ASPIRA):

“DEIB (Diversity, Equity, Inclusion and Belonging) Initiative: This initiative was implemented in the spring of 2020 and continues to grow each year. It consists of four stakeholder groups that focus on strengthening DEIB throughout our school community, from policies to people. We also have student affinity groups in middle and high school to increase student voice in all matters related to DEIB. In collaboration with our school board, we agreed to include the following equity statement as part of our core values:

At ASPIRA, we commit to identify and dismantle systemic inequities within education that contribute to opportunity gaps for our students and create a culture of caring that embraces all the identities of our school community members and provides a sense of belonging for all.”