



CHARTER SCHOOL OF NEW CASTLE

ANNUAL REPORT

Report Date: January 15, 2024

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

Charter School of New Castle 170 Lukens Drive, New Castle, DE 19904 https://www.charterschoolnewcastle.org/			
Year Opened	2006	District(s) of Residence	Colonial School District
2022-23 Enrollment	752	Approved Enrollment	760
Current Grade Span	K-8	Approved Grade Span	K-8
School Leader(s)	Rachel Valentin Dr. LaRetha Odumosu	School Leader Phone & Email	(302) 324-8901 Rachel.valentin@csnc.k12.de.us Laretha.odumosu@csnc.k12.de.us
Board President	Brett Taylor	Board President Email	jbtaylor@wilmingtonde.gov
Mission Statement: The mission of Charter School of New Castle is to provide a safe, nurturing, and rigorous multi-cultural environment that develops the academic and social skills and character traits necessary for future success.			

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2022-2023
Total Enrollment	752
Students on Waiting List	
% Male	49.20%
% Female	50.80%
% African American	90.03%
% American Indian	0.13%
% Asian	0.27%
% Hispanic/Latino	5.05%
% White	2.93%
% Multiracial	1.33%
% Native Hawaiian or Other Pacific Islander	0.27%
% Special Education	11.84%
% English Language Learners	2.26%
% Low-Income	37.1%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
	Not applicable	

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K		65	
1		96	
2		102	
3		77	
4		77	
5		88	
6		91	
7		77	
8		79	
Total	760	752	99%

1. Explain successes or challenges of implementing the school’s recruitment plan.

School Comments:

The Charter School of New Castle experienced success and challenges of implementing the school’s recruitment in the following ways:

- 99% of the overall enrollment goal was a success.
 - Recruitment in the upper grades is success as we continue to engage parents, family members and maintain the flow of enrolling siblings.
 - We are still developing marketing plans and brainstorming on ways to recruit more students in Grades K - 2. This year our focus will continue to support early parent engagement and continuous communication throughout the onboarding process.
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1.5 SCHOOL REENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K		
1	74	86.05%
2	87	96.67%
3	69	90.79%
4	69	84.15%
5	81	92.05%
6	76	87.36%
7	71	80.68%
8	79	84.04%
Total/Avg	606	87.70%

2. Explain successes or challenges of implementing the school's retention plan.

School Comments: Overall, we are happy to see that our school retention percentage is above 85% and getting close to 90%. The success rates of retention in grades 1, 2, 3, 5 and 6 is proof of our efforts over the years. Efforts such as building a school environment that is inclusive and celebratory through both ethos and routine systems has resulted in both students and families being invested in our school community.

Last year's data dipped below 85% in grades 4, 7 and 8. In response, we will pay a bit more attention to these grades during the re-enrollment cycle to ensure that there is not a trend that needs additional attention and focus.

II. ACADEMIC PERFORMANCE

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.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- 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)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2022-2023

Indicators	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	30%		150	30 Well Below Expectations
Proficiency ELA (grades 3-8)	15%	24.96%	75	19
Proficiency Math (grades 3-8)	15%	14.70%	75	11
Academic Progress	40%		200	114 Well Below Expectations
Growth in ELA (grades 4-8)	15%	57.87%	75	43
Growth in Math (grades 4-8)	15%	55.86%	75	42
Growth of lowest quartile ELA (grades 4-8)	2.50%	64.07%	12.5	8
Growth of highest quartile ELA (grades 4-8)	2.50%	56.31%	12.5	7
Growth of lowest quartile Math (grades 4-8)	2.50%	66.96%	12.5	8
Growth of highest quartile Math (grades 4-8)	2.50%	49.29%	12.5	6
School Quality/Student Success	20%		75	43 Well Below Expectations
On Track Attendance (grade K-12)	10%	84.33%	50	42
Proficiency Science (Grades 5 and 8)	5%	4.59%	25	1
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	30.20%	25	15 Well Below Expectations
Total	100%		475	202
Overall Percentage / Rating				42.53%

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

Charter School of New Castle's DSSF ratings for 2018/2019 are:

Metric Area/Metrics	Points	Point Earned	Percent Point
<i>Academic Achievement</i>	150.00	60	40% Approaching Expectations
<i>Academic Progress</i>	200.00	114	57% Approaching Expectations
<i>School Quality/Student Success</i>	50.00	50	100% Exceeds Expectations
<i>Graduation Rate</i>	NA	NA	NA
<i>Progress toward English Language Proficiency</i>	50.00	22	44% Well Below Expectations
Overall Percentage/Ratings	450.00	246	55% Approaching 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.

3. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement - (Approaching Expectations)
 - b. Academic Progress - (Approaching Expectations)
 - c. School Quality/Student Success (Met Expectations)
 - d. Graduation Rate (if applicable) - N/A
 - e. Progress toward English Language Proficiency - (Well below Expectations)

School Comments:

Charter School of New Castle submitted an action plan to the DDOE post Covid-19 reflected in the 2019-20 annual report and many of the steps identified are still in progress and are quite relevant to the current plan in place/steps we are taking to meet expectations in the areas of academic progress/achievement. Each year the goal is to demonstrate 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.

Smarter Balanced Proficiency: As a charter school our mission is to provide a high quality education. We will achieve this goal by making steady gains each year in proficiency. In addition, we will work to decrease the number of students scoring in the well below range and focus on consistent academic gains to move more students towards proficiency.

Reading Goal: One important step in this continuous plan/process is to increase the number of students that are reading on grade level as measured by Fountas and Pinnell. The goal is that the number of students reading on grade level will increase by ten percent each school year (specifically grades 1 & 2). In addition, we will identify reading gaps in grades 3 - 8 and continue to offer tutoring support, small group interventions and additional targeted instruction. Ultimately, this will aid in improving those reading skills needed to be proficient on state assessment; but also to become better readers.

Lastly, all students in grades K-8 take the NWEA MAP assessment to ensure they are making adequate yearly progress (see update below). In addition, all of these assessments serve as a data point to place students in RTI tiers. Data from these assessments is used to drive instruction. As stated before, our curriculum is common core aligned (Eureka Math, I-READY, Engage NY). The pacing chart and scope and sequence intentionally include the SBAC priority standards. During the PLC and weekly planning meetings, teachers alongside leaders are analyzing student acquisition of the standard mastery and creating response plans in order to ensure that students are regularly accessing and mastering the standards. Additionally, after students take the state-approved interim assessment (IABs), the data analysis cycle continues and we look for alignment across all these informative vehicles towards mastery of the standards. This process is also utilized for the Next Generation Science Standards and Social Studies.

All of the above will continue to remain part of the steady plan to shift approaching expectations to meet expectations.

Achievement/Academic Progress (approaching):

Data Growth Summary - Math

When comparing the achievement percentiles for NWEA/MAPS for the spring testing window from 2021-2022 to 2022-2023 CSNC progressed by one percentile point average.

Grades to highlight with growth: (3rd 10%; 4th 12% pts; 6th 2% 7th 1%). Comparing the achievement in fall from the 2021-2022 school year in math our scholars demonstrated outstanding growth. According to MAPS scholars in grade 3 ranked in the 98th percentile for student conditional growth percentile. In grade 4 our scholars ranked in the 99th percentile. The fifth and sixth graders demonstrated growth in the 84th percentile.

Data Growth Summary - Reading

When comparing the achievement percentiles for NWEA/MAPS for the sprint testing window for the 2022-2023 school year our scholars grew one percentile point. Some grades grew between 1 - 7% pts. When comparing the fall testing period of 2021-2022 and 2022-2023 scholars demonstrated significant growth with 50-71% of students meeting their fall to fall targets.

ELL: (approaching): Update: We are still taking steps to participate in training with our DDOE partners and utilizing best practices or resources provided to support our ELL goals. We are still partnering with the Reading Assist program to support certain reading needs, we have a dedicated ELL instructor that uses the WIDA/ACCESS data to support students k-8. The curriculum Imagine Learning has assisted in closing some known gaps and exposing students to new skills to support with reading. All of the above steps are also in place for our ELL students in addition to more targeted support as noted with our Imagine Learning program.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments: Specific data is included in question #3.

5. Reflect on other aspects of the school’s academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

Successes: Our progress monitoring tools such as I-READY, MAP NWEA, STAR etc. confirmed that students were making progress toward meeting their goals.

Challenges/Root Cause Analysis: although we are shifting out of our pandemic days the research is still confirming the continuous effects of COVID 19 on Grades 3 - 8 that missed critical reading or math instruction. As noted in the virtual space, it was difficult for students to retain and internalize. ELA in particular for example in the formative grades presented some challenges with small group instruction such as guided reading or Math RTI. Additionally, the teaching of brand new challenging math concepts did not translate online in the same way as it does in person. This gap in learning has had a significant impact on math learning as this instruction is dependent on building blocks assumed from the prior grade.

Continuous Areas of Focus:

NAEP Long-Term Trend Assessment Results 2022-2023 for Reading and Mathematics as shared previously; have reported record lows in 4th/8th grade as it relates to ELA and MATH. Students are still working hard to close the skills lost during this time which is one of the main reasons why our academic achievement is below expectations. We are aware of those challenges and are focusing on RTI interventions, SEL Supports and high dosage tutoring to mitigate these continuous challenges. To continue, across the nation, average scores for age 9 students in 2022 declined 5 points in reading and 7 points in mathematics compared to 2020. In reading, however, the average score for 9-year-old students who attended city schools was about the same compared to 2020. In mathematics, the 13-point score decrease among Black students compared to the 5-point decrease among White students resulted in a widening of the White–Black score gap from 25 points in 2020 to 33 points in 2022.

Addressing: In addition to some of the steps listed above, we still observe that progress is being made with additional tutoring support, using federal funding for additional staff support with small group instruction, improvement to create more learning spaces and most importantly partnering with other learning organizations to assist us with tracking student progress/strategically responding to those learning needs.

Successes were noted above in the Data growth summary where we did notice progress in growth with MAP NWEA.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments: A most recent success for our student engagement and overall school climate and culture has been our work with the ACLU on building out our restorative practices and creating an inclusive school environment. ACLU first partnered with the Charter School of New Castle due to the success that our former program already had with its use of restorative practice components. Throughout our partnership, this program expanded to include even more student voice and parent involvement. As a result, our suspension rates remained low and our overall student investment increased.

Additionally, with our transition to the MTSS framework from the traditional RTI framework as well as in response to the increased need we experienced following the pandemic, we have increased our intentionality with providing social emotional support to our full student body through our daily morning meetings, weekly SEL lessons, monthly community meetings and our social emotional learning elective course.

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 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

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 & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring Requirements		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2022-23	M	M	M	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

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.

7. Describe the school’s organizational performance during school year 2022-23. (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:

Charter School of New Castle will continue to implement the structures that have been successful thus far resulting in the meets expectation rating.

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8. Discuss management and operations successes and challenges during the 2022-23 school year. Areas you may want to consider as appropriate:

- School leadership
- Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

Success: Charter School of New Castle is proud of our leadership retention and the operational continuity that has happened as a result of this retention. The majority of the leadership team has remained consistent throughout the renewal period which has allowed the school to both create and build on a strong foundation of operational systems.

Challenge: Our most recent challenge has been with the transition of our former special projects coordinator who runs our food service program. As expected, there is a large learning curve in this role and there have been anticipated challenges. In response, we have ensured that our special

projects coordinator receives regular support and that we are in close contact with our DDOE support team to ensure that we are responding appropriately to any minor issues that arise as our new employee becomes more confident and capable in their role.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

The school successfully met the standards and will continue to implement the structures that have been successful.

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

N/A

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

Charter School of New Castle will continue to implement the structures that have been successful thus far resulting in the meets expectation rating.

As noted above we continue to follow the structures of our MTSS program and respond to SEL needs in our building for students that would be considered at risk, learning disabled, gifted/talented. We utilize student surveys, host individual meetings and partner with parents. Students are tiered into levels based on need and each tier has an intervention that takes place. Each week we track and measure certain skills/standards mastery in I-READY, MAP or STAR and follow up with additional intervention if needed.

Our child process/target team and other SEL/MTSS meetings do support our successful efforts as it relates to students with disabilities/gifted and talented and lastly our ELL curriculum is responsive to the needs of our students receiving ELL/ESL support.

We pay very close attention to individual students, their academic progress, needs and SEL responses. We are using applications such as DOJO and Liveschool to also note student investment and engagement by discussing questions such as (what is the disciplinary record, their attendance record, how do they engage with teachers/content, what are some behavioral trends and how is that impacting their academic standing). We factor all of these things in and create a plan to address these

challenges whether it be through parent partnership, classroom based learning interventions, counseling etc.

Gifted/Talented: Charter School of New Castle Advanced Honors Academy is a new program launching in the 2023-2024 school year. The program is designed to be rigorous and challenging but also supportive and inclusive. This program has not yet identified students who fall in the gifted and talented designation but will use the child find process to identify those who may enter the program and meet the criteria. As it currently stands, the program allows for students who have demonstrated some advanced academic abilities to access an accelerated course of study that ignites a passion for learning and prepares students to enter an honors track in high school. This program was created in response to former students' feedback as they shared that they were not able to enter honors courses as freshman due to not taking Algebra 1 and other courses at the middle school level. In addition to accelerated learnings, this program also includes Spanish and access to junior honor enrichment programs.

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12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments: As noted in our response to question #3, we have ensured that we are still taking steps to participate in training with our DDOE partners and utilizing best practices or resources provided to support our ELL goals. We are still partnering with the Reading Assist program to support certain reading needs, we have a dedicated ELL instructor that uses the WIDA/ACCESS data to support students k-8. The curriculum Imagine Learning has assisted in closing some known gaps and exposing students to new skills to support with reading. All of the above steps are also in place for our ELL students in addition to more targeted support as noted with our Imagine Learning program. Although these changes are not new to this current school year, these are shifts that have happened post-pandemic. We are happy to see that we are meeting standards in this area.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

The Board, as the governing body, shall oversee the affairs of the School and shall exercise all of the powers of the School, except otherwise provided by law, the Charter, or by these Bylaws. The board meets monthly and can schedule more in depth meetings in order to discuss and manage the following (individually or through committees)

- Purchase or sell real property of the School;
- Pledge, assign, and create liens on or security interests in the real or personal property of the School;
- Establish or modify investment policies;
- Appoint or remove the School Leader(s);
- Delegate, from time to time, powers to the School Leader(s)
 - One of the board members also serves as counsel/legal support to review school contracts or provide legal recommendations as needed.

Academic reports are provided regularly during board meetings to allow board members to understand the progress being made and may ask relevant questions.

A goal setting discussion takes place with the Board Chair yearly toward the end/beginning of the school year as well.

- Board Goals Board members shall be encouraged to pursue the following goals:
 - Development of educational programs which meet the individual needs of every student, regardless of ability, race, sex, creed or social standing.
 - Development of procedures for the regular and systematic evaluation of programs, staff performance, and Board operations to ensure progress toward educational and fiscal goals.
 - Development of effective Board policies which provide direction for the operation of the School and delegate authority to the school's leaders for their administration.
 - Development of systematic communications which ensure that the School, administration, staff, students and community are fully informed and that the staff understands the community's aspirations for its School.
 - Development of sound business practices which ensure that every dollar spent produces maximum benefits.

The board may also participate in relevant training being offered by DDOE, state etc. to provide additional information about academics, finance, and operations, including legal compliance.

14. Discuss board-related success and challenges during school year 2022-23. Areas you may want to consider as appropriate include:

- Membership and recruitment

- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments: One area that has been both a success and simultaneous challenge is board membership recruitment. While we have made gains over the past year in adding valuable members to our board, this remains an area of focus as we seek to continue increasing board membership and engagement.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

As shared above the Board Chair will host an annual meeting to review goals achieved/plan ahead setting new goals for the school year. School leadership is also asked to submit annual reports outlining accomplishments and plan to address any school related challenges. These reports are reviewed by members of the board and additional meetings can be requested if applicable.

The School Leader shall be hired upon the approval of the Board. This individual will serve at the pleasure of the Board. An annual review of the School Leader shall be conducted by the Board. The School Leader may be called Executive Director, Head of School, Chief Executive Officer or such other name as the Board shall determine from time to time.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

The board offers support to current school leaders through a myriad of ways. The overall board ensures the success of the current school leaders through offering regular support in monthly meetings and school-wide events. The board President maintains a bimonthly check-in to provide

proactive support and respond to any outstanding concerns that need additional discussion and support. Through the annual meetings referenced in the above questions, the board assesses the intention of the school leaders to return well in advance of the upcoming school year. In the case that the school leader shares that they are not intending to return, the board will engage in vacancy protocol that includes posting the position and interviewing high quality candidates.

17. Share how the board supports the school. Speak to the board’s involvement in events, operations, and fundraising activities.

School Comments:

Charter School of New Castle board members receive a yearly calendar of events to track what is taking place and monthly board meetings also include events, operations and fundraising activities as a topic. We engage in those discussions on a monthly basis and may create a plan of action from there.

During our annual legislative brunch launched through our partnership with ACLU our board president is one of featured guests to participate and share updates about the school.

Board members participate in many of our sporting events as well as graduation events. They are often requested to support as guest speakers or volunteers.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

Charter School of New Castle uses a variety of methods to receive feedback from our parents and students. Throughout the year, parents receive surveys requesting feedback as well as informal opportunities when meeting with teachers and leadership throughout the school year such as during conferences, family nights and school-wide events. We intentionally create an environment with our families where feedback is requested and encouraged. Similarly, we issue student surveys

to gather feedback from students regarding their experiences as a member of the Charter School of New Castle community.

This feedback is referenced in leadership meetings and annual planning meetings as we review school-wide goals and revise them.

An example of feedback recently received from students was in regard to desiring more exciting jag events for the older students. In response, the leadership team identified a teacher to take on planning jag events and she issued a questionnaire directly to students to gather impact prior to planning out this year's jag event calendar.

3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2022-23			

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

The Charter School of New Castle has had some successes and challenges with implementing no different than any public/LEA at this time. The State of Delaware is facing a large teacher shortage and has taken measures to address this challenge by providing funding for PARA support, grow your own programming, ARTC programs etc which we have benefitted from. Our process has remained the same as we have some steady results. We work to recruit and retain the best people for our students. To that end, we monitor staff attrition monthly and discuss each departure within the leadership team. We have had some success with guest teachers/long term substitute teachers to fill vacancies and many have joined ARTC programs or completed necessary steps for certification.

We also perform exit interviews with each departing staff member for reasons such as (new home, moving out of state, promotion; new career) to make sure that we are able to inform the school's actions. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory performance. Before we get to that point, we give feedback through our evaluation systems as well as in our weekly meetings.

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments: One key area that has supported in the evolution of our support plans for both teachers and school leadership is being responsive to what the school needs to move to the next level as well as what our individual employees need to be as successful as possible. Most recently, this evolution has included partnering with external agencies such as Jounce Partners and When Brown Girls Lead to support the work of providing specific expertise to our staff in terms of

instructional pedagogy and effective goal-setting. Partnering with organizations in targeting spaces that we have determined as focus areas has resulted in bringing a new wave of voices and support.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

Our current teacher evaluation program is called Teacher Excellence Framework and it has been approved as an alternative evaluation tool for teachers. One important way that our evaluation has evolved is through our participation in the states pilot program with the RBT program. We had an opportunity to learn from the experts of Research for Better Teaching (RBT) and utilize some key components of the suggested rubric edits to enhance our own teaching practices. RBT's cornerstone program for building teachers' capacity, the knowledge and skills as well as the courage and conviction to promote students' motivation, learning, and increased achievement is through their skilled teacher course. With that training and completing a year long course - we were able to evolve our evaluation follow up with better decision-making. Our teachers improved their engagement, data analysis, study, and collegial sharing about what works best for their students. The reflective dialogue also helped our educators feel confident in the goal of experimentation in the classroom to support learning.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL 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 & Oversight	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2022-23	M	M	M	M	M	M	M	M	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

School Comments: N/A

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

School Comments:

The school successfully met the standards and will continue to implement the structures that have been successful.

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

Excerpt from Article: <https://www.aclu-de.org/en/press-releases/new-aclu-de-model-inclusive-schools-leads-lower-suspension-rates-and-positive>

The ACLU of Delaware’s Equity in Education Campaign released a report highlighting The Charter School of New Castle’s (CSNC) approaches to address discipline disparities among Black and brown students—specifically those with disabilities—who are suspended and expelled at significantly higher rates than their white counterparts.

The report, Charter School of New Castle (CSNC): Education Equity Initiative 2021-2023 Model for Creating an Inclusive School Climate, unveils the CSNC inclusive school model focused on three tracks: 1) practices to achieve an inclusive school environment, 2) increasing student engagement, and 3) creating channels for parent collaboration and engagement. Since implementation of the inclusive school model, CSNC has seen a significant reduction in suspension rates, and positive outcomes in students’ sense of belonging, personal academic abilities, and perceptions of teachers and school staff as allies and resources. Most notably within the CSNC model is an emphasis on the use of restorative discipline practices.

Charter School of New Castle will continue to reach out to other schools/organizations that service students of similar demographics to partner and provide tools for success.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Charter School of New Castle
Location:	170 Lukens Drive, New Castle DE 19720

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

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

Date

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