



FIRST STATE MONTESSORI ACADEMY

ANNUAL REPORT

Report Date: January 15, 2024

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

First State Montessori Academy 1000 North French Street, Wilmington, DE 19801 https://www.firststatemontessori.org/			
Year Opened	2014	District(s) of Residence	Christina School District
2022-23 Enrollment	629	Approved Enrollment	650
Current Grade Span	K-8	Approved Grade Span	K-8
School Leader	Courtney Fox	School Leader Phone & Email	(302) 576-1500 courtney.fox@fsma.k12.de.us
Board President	Meghan Newberry	Board President Email	fsma.governance@gmail.com
Mission Statement: The mission of the First State Montessori Academy is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. First State Montessori Academy will provide parents and students with an authentic, time-tested, Montessori education in a public school. We believe that the creation of a Montessori public school in New Castle County, DE will improve student learning, allow for greater choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.			

1.2 STUDENT DEMOGRAPHICS

	2022-2023
Total Enrollment	629
Students on Waiting List	244
% Male	46%
% Female	54%
% African American	18.89%
% American Indian	.48%
% Asian	2.38%
% Hispanic/Latino	1.90%
% White	68.41%
% Multiracial	7.94%
% Native Hawaiian or Other Pacific Islander	0%
% Special Education	14.13%
% English Language Learners	.47%
% Low-Income	14.20%

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		79	
1		77	
2		80	
3		73	
4		79	
5		78	
6		65	
7		56	
8		42	
Total	650	629	97%

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

School Comments: FSMA has had a robust waiting list year every year. Our strong reputation for providing an authentic Montessori education is a strong reason why our applications have consistently been greater than our openings.

We continue to recruit through both grassroots efforts and more formal strategies. Our lower enrollment number this year was anticipated as we had slowed our growth during covid and planned for a more thoughtful growth model.

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	
1	66	92.96%
2	80	94.12%
3	68	93.15%
4	69	89.61%
5	67	90.54%
6	56	84.85%
7	52	81.25%
8	42	89.36%
Total/Avg	501	89.95%

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

School Comments: FSMA has strong retention overall with our highest numbers being in our K – 3 program. We believe that if we have created an effective model where children are successful, we are more likely to retain our current students. We also believe that in creating a family like culture, the community feel will also encourage families to remain over time.

Our challenge is continuing to support our student's in remaining for middle school. While our enrollment model accounts for some students leaving, we have found that it is very important to the success of the program to have students who have been exposed to Montessori. As Montessori middle school programs are very unlikely in Delaware, educating our community about the power of this program is something we have realized is necessary. In addition, FSMA has created a 6th grade transition program to help our students experience middle school (which starts in 7th grade at FSMA) and we hope this exposure positively impacts our retention rate at this level.

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

Indicators	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	30%		150	80 • Approaching Expectations
Proficiency ELA (grades 3-8)	15%	64.47%	75	48
Proficiency Math (grades 3-8)	15%	42.40%	75	32
Academic Progress	40%		200	122 Approaching Expectations
Growth in ELA (grades 4-8)	15%	66.33%	75	50
Growth in Math (grades 4-8)	15%	55.00%	75	32
Growth of lowest quartile ELA (grades 4-8)	2.50%	76.46%	12.5	10
Growth of highest quartile ELA (grades 4-8)	2.50%	62.96%	12.5	8
Growth of lowest quartile Math (grades 4-8)	2.50%	58.50%	12.5	7
Growth of highest quartile Math (grades 4-8)	2.50%	46.63%	12.5	6
School Quality/Student Success	20%		75	50 Well Below Expectations
On Track Attendance (grade K-12)	10%	81.60%	50	41
Proficiency Science (Grades 5 and 8)	5%	34.37%	25	9
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%		N/A	*
Total	100%		425	252
Overall Percentage / Rating				59% Approaching Expectations

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2027, our expectation is to achieve the overall rating of “Meets” or “Exceeds” standard as measured by the Academic Performance Framework (DSSF). Each year, we will show growth within our overall rating 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
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

FSMA has conducted a full data summary for the 22 – 23 school year that will be submitted with this document.

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:

FSMA has conducted a full data summary for the 22 – 23 school year that will be submitted with this document.

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:

FSMA has conducted a full data summary for the 22 – 23 school year that will be submitted with this document.

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:

FSMA has implemented a strong MTSS program for both academic and social growth.

FSMA has a Student Support Team of experts that carefully analyze students both academically and socially to ensure all children are cared for and challenged at the appropriate level.

FSMA’s Montessori model increases student engagement and decreases behavior challenges by design.

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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2022-23	M	M	AS	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 2027, our expectation is to achieve and 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:

FSMA has an overall rating of “Meets Standard.”

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:

FSMA has had a consistent school leadership team for many years and a strong, supportive Board of Directors. Our team has clearly delineated roles and responsibilities and all operations have carefully created standard operating procedures. Every day to day operation has team oversight and a strong history of effectiveness.

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

School Comments:

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.

School Comments:

Over the summer, a team from FSMA conducted a root cause analysis with DeSSA data from students with special education services and supports. We then completed a Continuous Improvement Plan and have presented in two separate DOE Special Education PLC's (August & November).

SMART GOAL 1:

Increase the practices and differentiation strategies taking place in early elementary (K-3) classrooms to reduce the number of students with disabilities who are scoring at a PL 1 in the spring of 2024 by 10%.

Why a Priority: For students to work toward proficiency we are strategically looking at how instruction is being differentiated in all Tiers of instruction as part of our MTSS plan for the 23-24 school year. Plans will encompass strategies to support Reading Instruction, Data Analysis, and ways to accelerate learning for our students with an IEP. These practices will support all our students to reduce the number of students receiving PL 1 and PL 2.

Strategy & Measurement

1. Provide Professional Development in Science of Reading for all K-3 and all special education teachers.
2. Provide ongoing coaching throughout the school year to ensure fidelity of practices.
3. Use walkthroughs to ensure fidelity of practices

Measurement:

- Instructional trends from walkthroughs and coaching will be analyzed and used to inform future professional developments.
- Star data will be used as a progress monitoring tool. Data checks will be implemented during MTSS meetings which occur every 6 weeks.
- The baseline data from FFY 2021 and SY 2023 will be used as a baseline to then determine progress at the end of SY 2024

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:

In 2022, FSMA hired an additional school psychologist and brought on a new Director of Special Education Services. Both of these educators have extensive experience in the identification process and have supported our team in ensuring all students are receiving the right supports, programming and services for their needs.

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:

No changes to our programming 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:

Each month, members of the board are presented with a Head of School Report outlining academic and enrichment programming, performance-related data, key wins, challenges, and/or any pertinent operational matters. Additionally, the board's Finance Committee is responsible for crafting and reviewing a monthly financial narrative. Finally, we are proud to have a number of

attorneys and legal professionals sitting on our board that assist our adhoc legal committee if/when/as needed.

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:

Key achievements for the board include the implementation of a formal board member recruiting and interview process which welcomed six new members throughout 2023. Further, we are proud to have established a pipeline of future talent to join, as well. Finally, the board continues to prioritize and participate in mandated training.

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

School Comments:

The Head of School meets monthly with our Executive Board Chair to discuss performance, goals, challenges, and opportunities. Additionally, feedback is solicited during board member one-on-one meetings and collectively discussed with the executive committee. It should be noted that we are actively working on formalizing the Head of School Performance Matrix with a targeted rollout of Q1 2024.

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

School Comments:

Our staff invests in their collective development through furthering their education, certificate programs, and by attending the American Montessori Conference on an annual basis. We have cross-trained our administrative team to be able to support one another in all areas to reduce single points of failure. Should immediate/unforeseen succession be necessary, our Director of Education, Liz Madden, would assume Head of School duties until a successor is identified. In lieu of newly implemented certification requirements, we are pleased to report that our portfolio has been submitted and is actively under review by the Department of Education.

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

School Comments:

Time: Board members are asked to attend all board meetings, board events inclusive of training and strategic planning, as well as serving on at least one committee. Board members are also asked to attend schoolwide events, when they are able, to support FSMA such as 8th grade graduation, first day of school and Happy Hearts.

Talent: Our board brings a variety of experience and expertise such as legal, strategy implementation, talent development, change management, nonprofit development, nonprofit leadership, and education policy. Additionally, each board member has a passion for FSMA and Montessori education. Board members volunteer additional time to support committee work such a finance, governance, and development. Lastly, board members often offer their support in other ways such a supporting the PTO, photographing events, helping to set up or clean up events, etc.

Treasure: Board members are asked to contribute financially to support FSMA. This can be done in a variety of ways such a participating in the DoMore24 fundraiser, sharing opportunities within their networks to support FSMA, standalone donations.

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:

FSMA has utilized surveys and anecdotal feedback in the past. Informal surveys and data collection has occurred but during the 22-23 school year, FSMA did not collect formal data from our families. FSMA is reviewing different data collection models to determine which one is right for future years.

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	91%	60	66

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

School Comments:

FSMA has always had a strong teacher retention rate. We believe that there are many things that contribute to this – the quality and core values of the educators we hire, the autonomy teachers are given in their classrooms, the co-teaching model, and the strong adult community.

As FSMA teachers are required to have an additional certification, Montessori, it is critical that we retain our teachers. FSMA invests in our teachers in helping them obtain the certification and this is a strong foundation of the relationship our teacher have with the school.

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

School Comments:

FSMA’s professional development plans include Montessori training and Responsive Classroom training for all full-time teachers. FSMA also offers these opportunities to all staff. In addition, FSMA has professional development throughout the year based on current needs and have included topics such as anti-bias/anti-racism, effective instructional models, disability awareness, de-escalation, SEL instruction, and more.

In supporting teacher leadership, there are a variety of opportunities for our educators to take on leadership roles – event and committee leadership, parent education, and family engagement activities.

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

School Comments:

FSMA has used DPAS to conduct all educator evaluations. There is a team of 3 administrators/educators who complete all evaluations. These 3 educators have participated in the DTGSS training and will utilizing this program in future years.

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

By September 2027, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Financial Performance Framework. Each year, we will show growth within each metric area, putting us on track to achieve our financial performance expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

FSMA "Meets Standard" in this section.

23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

FSMA has consistently used our effective financial practices and thus, our financial outcomes have always been strong on this framework. Strong procedures and oversight are the core principles that our financial practices are built on. These are reviewed each year and updated as needed. During the 22 -23 school year, no substantial changes have been made to our financial practices.

24. Address any measure(s) where the school did not meet the standard (if applicable).

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:

N/A

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:

- 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 has created a unique 6th grade program that transitions students from elementary to middle school by giving them experiences with some of the social and academic components they will encounter In Middle School.
- FSMA's staffing model is unique. FSMA has 2 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.
- FSMA classrooms are designed with purpose, in alignment with Montessori core values. The prepared environment of the Montessori class is a learning laboratory in which children are allowed to explore, discover, and select their own work. The independence that the children gain is not only empowering on a social and

emotional basis, but it is also intrinsically involved with helping them become comfortable and confident in their ability to master the environment, ask questions, puzzle out the answer, and learn without needing to be directed by an adult.

- FSMA teachers are trained in the Responsive Classroom Approach. Aligned with Montessori, this training helps teachers respond appropriately to individual student needs both academically and socially. FSMA utilizes this approach in our proactive and reactive approach to discipline to ensure consistency, fairness and equity for everyone.
- FSMA's Anti-Bias, Anti-Racism Team has not only responded to national current events but has created a curriculum for our staff to use. Each classroom is exploring identity, racism, and other age-appropriate topics.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	First State Montessori Academy
Location:	1000 N French Street, Wilmington, DE 19801

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.


1/15/2023

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

Print/Type Name:	Meghan Newberry
Title (if designated):	Board Chair
Date of approval by board of directors:	12/13/2023



A Deeper Look at FSMA's Data from the 2022 – 2023 school year

*FSMA is rooted in a belief that we must help a child develop socially, emotionally, physically and cognitively. Our Montessori approach requires our incredibly talented teachers to prepare children to be focused, independent and innovative learners as well as responsible, respectful and mindful individuals. We go beyond just teaching the academics and through Montessori, we teach children to think critically, work collaboratively, and act boldly – all skills that are needed in the 21st century. FSMA is committed to **whole child development**, which we believe is **the key to raising test scores the right way.***

What do SBAC scores reveal about a school?

Assessment results such as SBAC tell much more than just a child's academic ability. In order for children to be ready to learn, they must be healthy, safe, engaged, supported and challenged. FSMA believes that we must ensure that the whole child is not only ready to learn but is also given the opportunity to flourish by putting strategies in place to make this happen for every child in every classroom, every day. Our results do not just tell us about student academic abilities but also gives us insight into each child's overall wellness.

But, we always remind ourselves that behind each of these data points is a child with a story. The stories are often of tremendous growth and an individual journey that may or may not show up on SBAC data. We know there is powerful anecdotal evidence about each child's experience and will continue to tell these stories alongside the picture our numbers represent.

How are we doing overall in comparison to other Delaware LEAs on the 2023 State Assessment?

Important to Note:

This is a comparison of LEAs (Local Education Agency) – charter schools and district schools. It is not a comparison of individual schools.

Assessment is given in grades 3 – 12/ overall school or district proficiency rates are used for comparison

Overall comparison does not break down by grade level or school type – ex. elementary schools in the same comparison as high schools. It is overall LEA proficiency rates.

There are 19 charter schools, 16 districts and 3 vo-techs (vo-techs are only included in science and social studies comparison)

Below is a list of the “Ten Highest Performing LEA’s in Each Subject Area

<p style="text-align: center;"><u>Science (5th, 8th and HS Biology)</u> <u>State Average – 21%</u></p> <p>Sussex Academy – 55% Newark Charter School – 46% MOT – 41% Appoquinimink District – 34% First State Montessori Academy – 33% Cape Henlopen District – 33% Odyssey Charter – 30% Sussex Tech – 29% Caesar Rodney District – 28% Polytech – 26%</p>	<p style="text-align: center;"><u>Social Studies (4th, 7th and 11th)</u></p> <p style="text-align: center;">No data available/field testing year</p>
<p style="text-align: center;"><u>ELA (3rd – 8th)/ State Average – 40%</u></p> <p>Sussex Academy – 75% Newark Charter School – 73% First State Montessori Academy – 65% MOT Charter– 65% Cape Henlopen District – 55% Odyssey Charter – 53% Campus Community – 52% Appoquinimink District – 48% Indian River District – 44% Providence Creek Charter – 44%</p>	<p style="text-align: center;"><u>Math (3rd – 8th)/ State Average – 32%</u></p> <p>MOT Charter– 69% Newark Charter School – 67% Sussex Academy – 57% Cape Henlopen District – 52% Odyssey Charter – 45% First State Montessori Academy – 43% Appoquinimink District – 43% Indian River District– 37% Providence Creek Charter – 35% Brandywine District – 34%</p>

Why are test scores important?

- Give us an overall snapshot of how we are doing in comparison to other Delaware schools
- Can impact how much money is received and how money is spent
- Highlight areas where additional resources are needed
- Identify school, grade and teacher strengths that can become a learning experience for everyone
- Give families and our community a data point regarding student achievement

What's Next? /How do we translate our data into meaningful action?

- A deeper look for any specific trends in regard to race, socio-economic status, ELL, special education
- Interpret the data in regards to instruction and review our professional development plan to ensure they are aligned.
- Review state averages and discuss how they relate to FSMA data
- Plan professional development based on trends and areas that have greatest need for improvement

23-24 Focus Areas:

- Capitalizing on the multi-age classroom and differentiating instruction in a way that ensures every child is getting instruction on the appropriate level.
- Incorporate “Science of Reading” training at K – 3 level
- Continued reflection on the 3 year cycle for science instruction in the Upper Elementary classrooms/ utilize the spiral nature of the curriculum to ensure students are mastering the standards.

School-wide results for the 2022-2023 school year

English Language Arts (ELA) and Literacy – SBAC results/Proficiency Rates

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Far Below the Standard	7%	25%	17%	20%	7%	17%
Below the Standard	25%	12%	14%	27%	25%	14%
At/Near the Standard	29%	32%	29%	34%	29%	45%
Above the Standard	39%	32%	40%	19%	38%	24%
Total At or Above	68%	63%	69%	53%	67%	69%
State Average	39%	40%	44%	35%	43%	41%

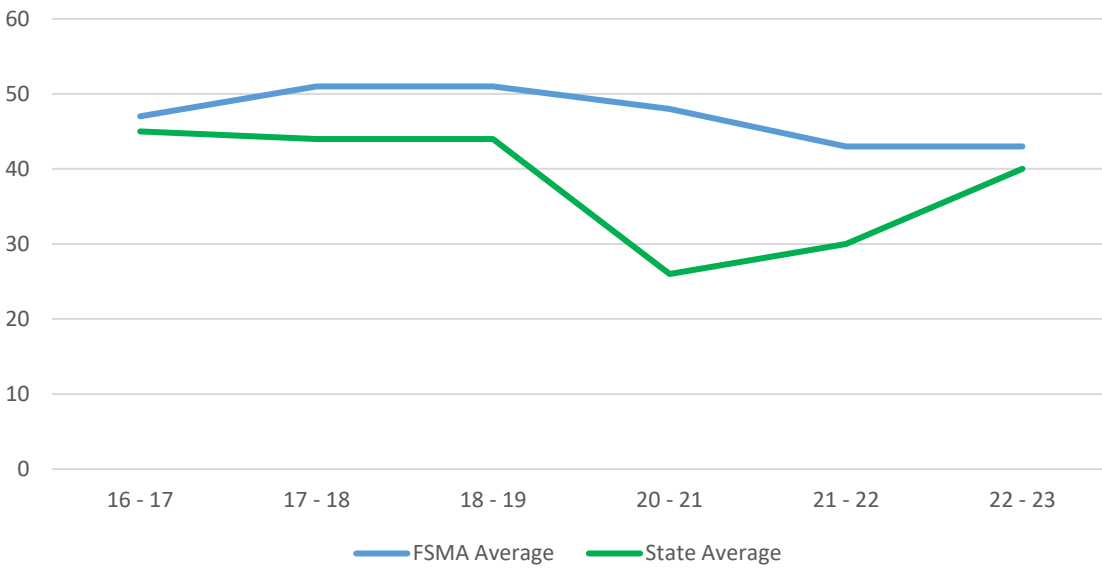
Mathematics – SBAC results

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Far Below the Standard	21%	28%	36%	31%	22%	45%
Below the Standard	24%	30%	25%	42%	22%	17%
At/Near the Standard	42%	29%	25%	17%	35%	29%
Above the Standard	14%	13%	14%	9%	22%	10%
Total At or Above	56%	42%	39%	27%	56%	38%
State Average	42%	39%	32%	26%	29%	24%

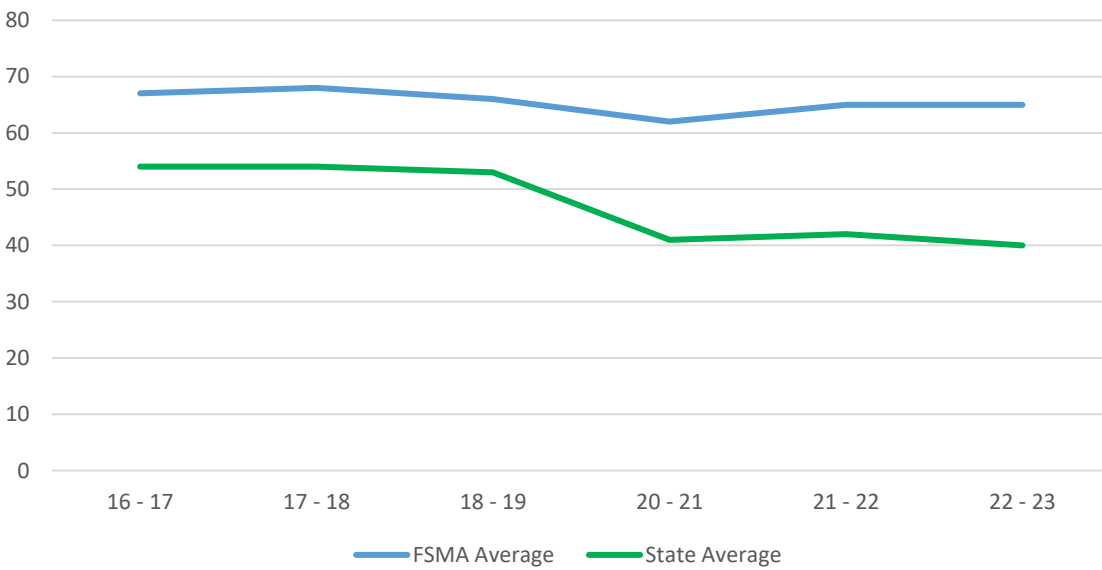
Summary: FSMA is above the state average in all cohorts. ELA percentages are much stronger than the state scores, by 18- 29% depending upon the grade level. ELA percentages overall, both for FSMA and for the state are higher than math percentages. 6th grade math is something to look closely at but an initial review shows that this cohort was also much lower (as 5th graders) than the other cohorts.

How can we use this information? There is clear data showing that at each grade level there are cohorts of students at a different levels. The need for differentiation, remediation and enrichment is obvious and teachers should continue to use small groups, Montessori methodology, and assessment/data collection to ensure students are receiving work at the appropriate challenge/level.

Comparison of State Average and FSMA Average in Math



Comparison of State Average and FSMA Average in ELA



SBAC Results - Looking at the same kids over time

For 22-23, this is current grade level of these students. Prior years show the same group of students in past years. To use this data, look a current grade in the far left column and review past year's to see how this specific cohort did over time.

ELA – Data Over Time / Allows for Comparison of Same Children

	16-17	17-18	18-19	19-20	20-21	21-22	22 - 23
Grade 3	N/A	N/A	N/A	K	1 st grade	2 nd grade	68
Grade 4	N/A	N/A	K	1 st grade	2 nd grade	62	63
Grade 5	N/A	K	1 st grade	2 nd grade	56	65	69
Grade 6	K	1 st grade	2 nd grade	N/A	56	60	53
Grade 7	1 st grade	2 nd grade	65	N/A	68	62	67
Grade 8	2 nd grade	62	57	N/A	71	69	69

*Numbers are proficiency percentages

Math - - Data Over Time / Allows for Comparison of Same Children

Current Grade	16-17	17-18	18-19	19-20	20-21	21-22	22 - 23
Grade 3	N/A	N/A	N/A	K	1st grade	2 nd grade	56
Grade 4	N/A	N/A	K	1 st grade	2 nd grade	49	42
Grade 5	N/A	K	1 st grade	2 nd grade	53	45	39
Grade 6	K	1 st grade	2 nd grade	N/A	55	30	27
Grade 7	1 st grade	2 nd grade	58	N/A	33	46	56
Grade 8	2 nd grade	53	42	N/A	50	49	38

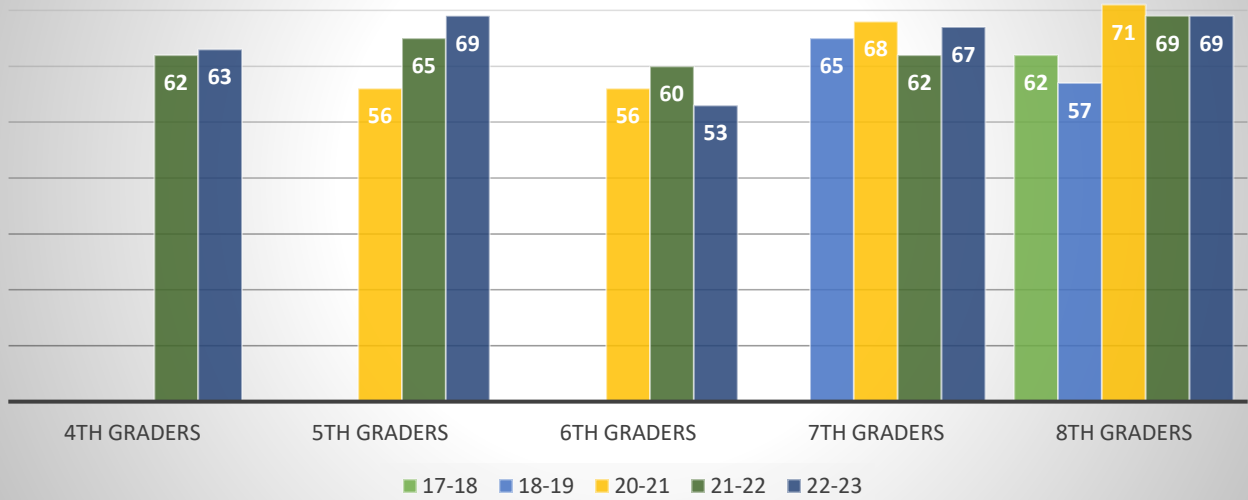
*No State Assessment was given in 19-20 school year due to pandemic. In 20-21 school year, the participation rate approximately 50%, making this data not a true representation of our students.

Interesting to Note:

For our 7th and 8th graders, there is pre and post covid data that shows the impact on our students over time. In ELA, both cohorts stayed consistent whereas in math, the impact on 8th graders was noticeable.

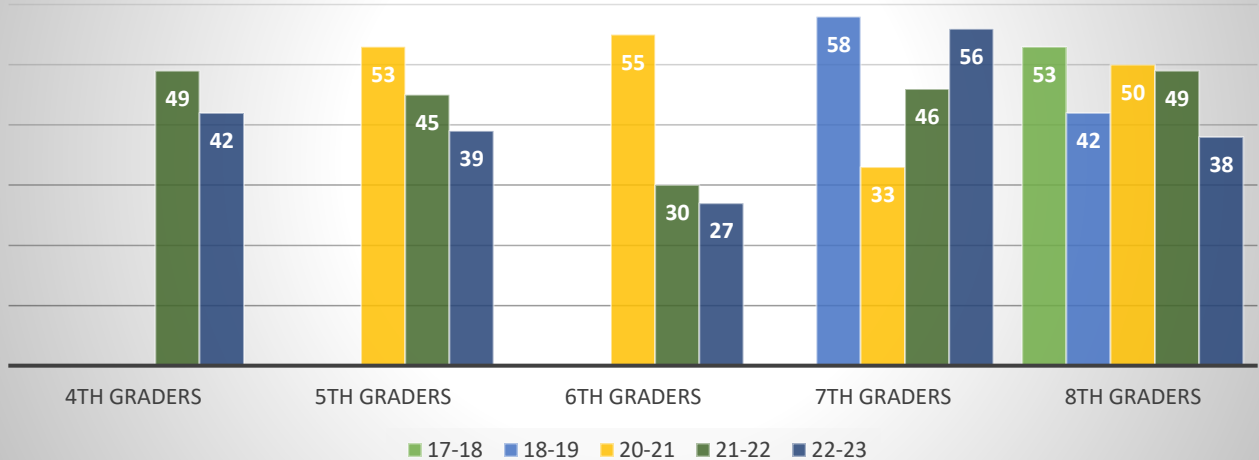
Math in the upper grades surfaces as an area for improvement. We are noting declines that are similar to the state averages. For example, the state average in 3rd grade is about 20% higher than 8th grade. An area of success is the 7th grade cohort who have stayed consistent pre and post covid.

ELA/Literacy Scores Over Time



These graphs represent the same cohort of students. In all of the year after year comparisons, the trend line overall is positive for ELA and for Math, there is no overall trend. The data of 20-21 impacts the overall summary as this data may or may not be accurate due to participation rates and was also during the pandemic and not all students were in school full-time.

Mathematics Scores Over Time



K – 6th Grade: Reading Scores (DIBELS)

21 - 22	K	1st	2nd	3rd	4th	5th	6th	ALL
on grade level at the beg of year	51%	62%	67%	74%	79%	68%	71%	67%
on grade level at the end of the year	64%	67%	80%	80%	84%	70%	74%	74%

22 - 23	K	1st	2nd	3rd	4th	5th	6th	ALL
on grade level at the beg of year	54%	53%	53%	71%	75%	74%	68%	64%
on grade level at the end of the year	78%	69%	71%	79%	70%	74%	73%	73%

FSMA is consistently increasing the number of students on grade level over the course of a school year. In 21-22, all grade levels showed increases and in 22-23, all but one grade level showed increases over the school year. Both years show an overall increase from 7 – 9%.

1st – 8th Grade: Math Scores (STAR) / 22 -23 School Year

1st Grade	Below Grade Level	On Grade Level	Above Grade Level
1 st – Fall	7%	45%	48%
1 st - Spring	6%	50%	44%

2nd grade	Below Grade Level	On Grade Level	Above Grade Level
End of 1st	12%	56%	32%
2 nd - Fall	21%	52%	27%
2 nd - Spring	15%	49%	36%

3rd Grade	Below Grade Level	On Grade Level	Above Grade Level
End of 2 nd	13%	37%	51%
3 rd – Fall	5%	45%	49%
3 rd Spring	14%	48%	38%

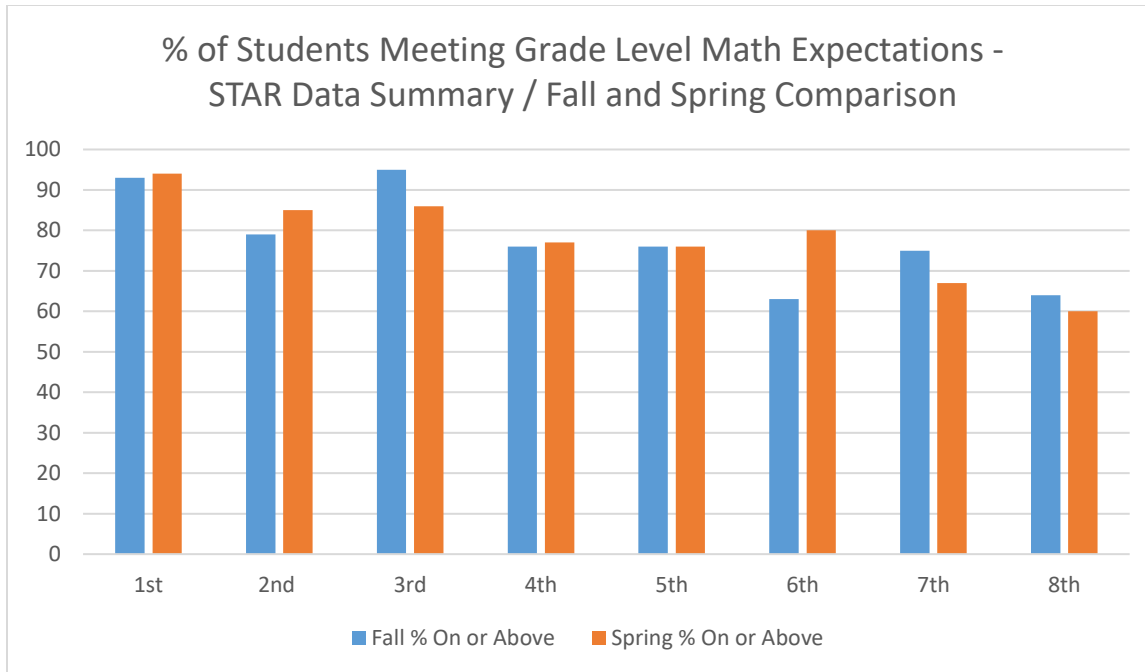
4th Grade	Below Grade Level	On Grade Level	Above Grade Level
End of 3 rd	13%	50%	36%
4 th - Fall	24%	46%	30%
4 th - Spring	23%	47%	30%

5th Grade	Below Grade Level	On Grade Level	Above Grade Level
End of 4 th	21%	36%	44%
5 th - Fall	24%	46%	30%
5 th - Spring	24%	42%	44%

6th Grade	Below Grade Level	On Grade Level	Above Grade Level
End of 5 th	25%	42%	33%
6 th - Fall	37%	47%	16%
6 th Spring	20%	68%	12%

7th Grade	Below Grade Level	On Grade Level	Above Grade Level
End of 6 th	30%	39%	32%
7 th - Fall	25%	47%	28%
7 th - Spring	23%	50%	28%

8th Grade	Below Grade Level	On Grade Level	Above Grade Level
End of 7 th	35%	37%	28%
8 th – Fall	36%	50%	28%
8 th - Spring	40%	48%	12%



Summary: There is not a consistent story about each grade level told by this data. Some grade levels increase, some decrease, and some stay about the same. But, when looking at overall math scores across the grades, there is a decline over time for students. This is typical across the state and country and FSMA does not see as large of decreases but still sees overall decreases.

As children get older, the transition to abstract mathematical thinking comes in to play. Math changes and trends in decreases often are connected with this timing.

National Trends – Math scores for 8th graders are the lowest they have been in 50 years on many standardized tests (ex. NAEP).