



1. Overview



1.1. School Profile

Review the following information for accuracy.

Q1. Name of School

- Great Oaks Charter School - Wilmington
- Other [Please Add Correct Info in the Comment]

Q2. Year School Opened

- 2015
- Other [Please Add Correct Info in the Comment]

Q3. Fill in the school's "Current Enrollment" at the time of application submission.

145

Q4. Approved Enrollment

- 325
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

The enrollment number was modified to 200 as an outcome of the formal review process.



Q5.School Address

- 1200 N French St. | Wilmington, DE 19801
- Other [Please Add Correct Info in the Comment]

Q6.District(s) of Residence

- Christina School District
- Other [Please Add Correct Info in the Comment]

Q7.Website Address

- <https://greateoakswilm.org/>
- Other [Please Add Correct Info in the Comment]

Q8.Name of School Leader

- Dr. LaRetha Odumosu
- Other [Please Add Correct Info in the Comment]

Q9.School Leader Email

- Laretha.Odumosu@csnc.k12.de.us
- Other [Please Add Correct Info in the Comment]

Q10.School Leader Phone Number

- (302) 660-4790
- Other [Please Add Correct Info in the Comment]

Q11.Name of Board President

- Angela Perry
- Other [Please Add Correct Info in the Comment]

Q12.Board President Email

- angela@4thdimensionleaders.org
- Other [Please Add Correct Info in the Comment]

Q13.Mission Statement: Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What The purpose of the school is to give students the knowledge and values required to graduate from a competitive four-year college by delivering individualized instruction emphasizing character development and fostering relationships with families.

- Correct; this is our Mission Statement
- Other [Please Add Correct Info in the Comment]

Q14.The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Request	Outcome
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3/17/21	Major modification to change its grade configuration from grades 6-12 to grades 9-12, to begin with the elimination of grade 6 in school year 2021-22, grade 7 in school year 2022-23, and grade 8 in school year 2023-24. The authorized enrollment will be 325, effective immediately.	Approved
7/21/20	Minor modification to reduce enrollment by 14.9%. Restructure charter management company agreement with the Great Oaks Foundation to provide more direct services to better meet students' needs. The modification is needed to provide the necessary staff to support students' academic growth and achievement without compromising the school's financial position.	Approved

- Correct
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

In addition to the above, the enrollment number was modified to 200 as an outcome of the formal review process.



2. Student Demographics


Q15. Review the Student Demographics table (see Resources), complete the last column, and upload the revised document.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :

Over the years, Great Oaks has increasingly demonstrated an ability to serve, and henceforth, attract, two populations that are notoriously marginalized in most educational settings - African American/Hispanic males and students with special needs. As reflected in the data, the percentage of these students has steadily increased from year to year which demonstrates Great Oaks unique ability to support and service students who are traditionally underserved. What is not reflected in the data is that Great Oaks also services a unique population of students who have been previously incarcerated (15%), students who are either current/expecting parents or have experienced late term pregnancy (10%) and students who have experienced foster care or homelessness (5%). These are critical data points, as students who have been justice impacted require additional supports to maximize their educational outcomes. The need for additional resources are the same for teen parents and students experiencing foster care/housing uncertainty. The fact that these students all choose to attend Great Oaks speaks volumes about the positive and supportive community provided.

Resources



GREAT OAKS_Student Demogra...

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	479	318	285	217	145
% Male	54.07%	52.83%	54.74%	58.99%	60.54%
% Female	45.93%	47.17%	45.26%	41.01%	39.45%
% African American	80.58%	81.13%	80.00%	87.10%	93% ³
% American Indian	1.25%	0.63%	0.35%	0.92%	1.00%
% Asian	1.04%	0.00%	0.70%	0.00%	0.00%
% Hispanic/Latino	12.94%	14.15%	14.04%	9.22%	3.40%
% White	4.18%	4.09%	4.91%	2.76%	2.04%
% Multiracial	0.00%	0.00%	0.00%	0.00%	0.68%
% Special Education ³	20.25%	26.73%	27.02%	29.49%	36.00%
% English Language Learners	5.64%	6.60%	5.96%	5.07%	7.00%
% Low-Income	58.66%	56.60%	52.63%	62.67%	74.00%



3. School Enrollment Trends

SCHOOL YEAR	AUTHORIZED ENROLLMENT	ACTUAL ENROLLMENT	PERCENT ACTUAL ENROLLMENT	GRADES SERVED
2019-20	625	481	76.96%	6-10
2020-21	513	318	61.99%	6-11
2021-22	325	285	87.69%	7-12
2022-23	325	217	66.77%	8-12

Q16. Explain successes or challenges of implementing the school's recruitment plan.

As noted in the modification, Great Oaks has engaged in a significant transition journey over the years, possibly one of the most significant transitions within the education community in Delaware. Great Oaks started with a single middle school grade in 2016 and, by 2020, began transitioning into a high school only. This level of extreme and consistent transition (each year, the school either added or removed an entire grade level or both!) created tremendous challenges throughout the school community. This constantly shifting structure meant staffing and student demographics remained in flux; creating and executing a clear and effective marketing and communications plan proved nearly impossible. This challenge continues to impact recruitment and retention directly.

In spite of these challenges, a success experienced most recently is the uptick in student applications. Going into the fall of 2023-2024, Great Oaks experienced a doubling of high school student applications (100% increase) and a 52% increase in new student applications compared to the prior year despite the difficulties of navigating negative press regarding the school's formal review process. This increase in student applications resulted from clear messaging and targeted recruitment efforts implemented in the 2022-2023 school year. Additionally, as proof of Great Oaks creating an environment where traditionally marginalized students feel supported, of the new students attending Great Oaks this school year, 34% of them are returning to the school after attending a different local school in the prior year.



4. School Reenrollment Trends

SCHOOL YEAR	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
2019-20	297	67.50%
2020-21	291	60.75%
2021-22	261	82.08%
2022-23	176	77.19%

Q17. Explain successes or challenges of implementing the school's retention plan.

As the data reflects, Great Oaks' latter two years of retention exceeds that of school years 19-20 and 20-21, indicating an increase in student and family investment the longer they remain within the Great Oaks community. When digging deeper into the data this past year, the high school retention rate (77%) trended significantly higher than the middle school retention rate (38%) despite myriad shifts that occurred during SY 22-23. As Great Oaks moves into a settling period as it pertains to structural transitions, (vis-a-vis high school only), this trend suggests that our retention data will continue to improve as we shift our focus to serving one block of student grades.

Another significant pride point from this past year is Great Oaks' significant reduction in chronic absenteeism. From the 2021-2022 school year to last year (2022-2023), Great Oaks demonstrated a 31% decrease in chronic absenteeism. Not only is this impressive, Great Oaks outpaces the other city high schools serving similar demographics in chronic absenteeism. This is yet another indicator of current students becoming more invested in the Great Oaks' community.

Apple to Apple Comparisons: Chronic Absenteeism

There are only two other city high schools serving similar demographics in terms of location, grades and subgroup breakdown

FY23 Data	Located in City	Af-Am/Hispanic	Low-Income	Special Ed	FY23 Data	FY23 Chronic Absenteeism %	Delta (from prior year)
City High School #1	Yes	85.6	39.76	12.6	City High School #1	43.89	- 15.48
City High School #2	Yes	89.78	49.67	27.11	City High School #2	53.81	- 6.11
Great Oaks	Yes	96.33	62.67	29.49	Great Oaks	41.37	- 23.4

Important to note that even when looking at similar schools, Great Oaks population still differs in subgroup percentages.



5. 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) (https://doewebmaster.wpenginepowered.com/wp-content/uploads/2020/02/dssf_one_pager_final.pdf) 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 (<https://reportcard.doe.k12.de.us/>).

- 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)

Due to COVID-19, all school year 2019-20 assessment and accountability requirements were waived by the U.S. Department of Education. Additionally, due to the impact of COVID-19 on learning and learning environments, accountability was waived for school years 2020-21 and 2021-22. The school's assessment data is available below (see also Charter School Report Card Link (<https://reportcard.doe.k12.de.us/detail.html#aboutpage?scope=school&district=9607&school=4055>)). Attached are the school's annual reports (see also Annual Reports (<https://www.doe.k12.de.us/Page/2654>)). **Note: Assessment data is provided in lieu of DSSF results for the years impacted by COVID-19. School year 2022-23 DSSF preliminary results will be provided to renewing charter schools by September 15, 2023.**

5.1. Delaware School Success Framework

	2019-20			2020-21			2021-22		
	Percent of Students Meeting or Exceeding Expectations			Percent of Students Meeting or Exceeding Expectations			Percent of Students Meeting or Exceeding Expectations		
	GO-WIL	District ¹ %	State %	GO-WIL	District %	State %	GO-WIL	District %	State %
English Language Arts				*	33.00%	42.00%	28.41%	35.31%	42.26%
Mathematics				*	22.00%	26.00%	*	24.66%	29.48%
Science				*	15.00%	22.00%	*	14.00%	19.00%
Social Studies				*	21.00%	31.00%	*	20.00%	28.00%
4-Year Graduation Rate (Class of 2021)				N/A ²	72.84%	87.02%	*	69.42%	87.02%
5-Year Graduation Rate (Class of 2020)				N/A	74.67%	83.14%	*	75.61%	88.42%
6-Year Graduation Rate (Class of 2019)				N/A	75.15%	N/A	N/A	N/A	88.7%
Chronic Absenteeism ³				51.27%	20.76%	20.31%	71.49%	25.30%	24.77%

*This data has been suppressed for student privacy.

¹ Christina School District is Freire's district of residence.

² Great Oaks had its first graduating class in school year 2021-22.

³ Chronically absent students are those students who are missing 10% or more of school days throughout the school year. Absences may be excused or unexcused, which are determined by local board policy.



2022-23 Preliminary DSSF Ratings

GREAT OAKS CHARTER SCHOOL (High School Plus)

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		100	12 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	18.18%	50	9
Proficiency Math (grades 3-8 and 11)	10%	5.45%	50	3
Academic Progress	25%		100	49 Well Below Expectations
Growth in ELA (grades 4-8)	10%	47.88%	50	24
Growth in Math (grades 4-8)	10%	49.68%	50	25
Growth of lowest quartile ELA (grades 4-8)	1.25%	36.78%	N/A	*
Growth of highest quartile ELA (grades 4-8)	1.25%	81.50%	N/A	*
Growth of lowest quartile Math (grades 4-8)	1.25%	64.11%	N/A	*
Growth of highest quartile Math (grades 4-8)	1.25%	0.00%	N/A	*
School Quality/Student Success	25%		125	38 Well Below Expectations
On Track Attendance (grade K-12)	3%	48.48%	12.5	6
Proficiency Science (grade 8 and Biology)	5%	4.77%	25	1
Proficiency Social Studies (Grades 7 and 11)	5%	4.55%	25	1
College and/or Career Preparedness (9-12)	8%	79.31%	37.5	30
On Track in 9th Grade	5%	0.00%	25	0
Graduation Rate	20%		75	49 Well Below Expectations
4-Year Cohort Graduation Rate	15%	65.12%	75	49
5-Year Cohort Graduation Rate	3%	*	N/A	*
6-Year Cohort Graduation Rate	2%	*	N/A	*
Progress toward English Language Proficiency	10%	23.88	N/A	N/A
Total	100%		400	148
			Overall Percentage / Rating	37% Well Below Expectations

PERFORMANCE AGREEMENT

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

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

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

Q18. 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) measures listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.

- Academic Achievement
- Academic Progress
- School Quality/Student Success
- Graduation Rate (if applicable)
- Progress toward English Language Proficiency



Like schools all across the nation, Great Oaks was extraordinarily impacted by the pandemic. However, despite this challenge, we are extremely excited about the growth that happened within our Math and ELA SBAC data. There are a few noteworthy areas:

- Math SBAC scores went up by 6% from FY22 to FY23
- Math 2023 SBAC scores are the highest they have been in three years
- ELA SBAC scores have increased by 4% since the last renewal
- Students performing at Level 1 on SBAC has decreased in both ELA and Math consecutively for the past three years

Great Oaks' rising 9th graders' growth outperformed their peers in neighboring schools and across the state. As noted above, Great Oaks has also demonstrated strengths in academic progress on the SBAC throughout the renewal period. In the same vein, during this past year, we have seen an increase in EL students meeting "expanding" and "attainment" levels compared to prior years. We are excited to carry this strong foundation into our high school grades and to track their growth as they go on to take the high school assessments this year and in future years. While it is clear that Great Oaks has work to do, we are very proud of the success that we have had thus far.

As we move into the upcoming year, Great Oaks will move forward with readily implementing the best practices utilized in the middle school grades into the high school grades. As we review the data, we noticed that while our middle school demonstrated growth, we did not yield the same results in our high school. When reviewing other determining factors, it became clear that the high school program was not as consistent in observation and feedback cycles as the middle school was. However, with recent leadership shifts, the former middle school principal, Ms. Price, is now serving as the current high school principal and she is determined to implement the same best practices utilized in her tenure as middle school principal. This will include regular and ongoing observation and feedback for all teachers as well as a targeted review of student data as it is aligned to standard mastery. With that noted, students at Great Oaks still out-performed their peers in comparable city high schools in the college and career readiness metric. We are confident that implementing the above actions will result in continued growth in the right direction.


As a fairly new high school, Great Oaks has just graduated it's second class of seniors. While we are still waiting to review the finalized recent graduation data, we are happy to share the lessons learned from our very first class of seniors that we started implementing in the 2022-2023 school year and will continue to implement as the years continue. It is key to ensure that high school students are both aware of the importance of credits and are regularly tracking their own transcripts and credit acquisition. This year, our school counselor made a point of meeting with each senior in the beginning of the year regarding their credit status to ensure that they were aware of the requirements needed to graduate. Considering the book-end of the high school career, our school counselor also met with each 8th grade group to instruct them on the importance of credits in high school as well as the state's graduation requirements. We believe that ensuring that all students are aware of the graduation requirements, proficient in their understanding of school credits and mindful of their own credits will result in improved graduation rates for the school.

Applicant Evidence :



SBAC Data.pdf

Uploaded on **10/2/2023** by
LaRetha Odumosu



College and Career Ready_Com...

Uploaded on **9/29/2023** by
LaRetha Odumosu

5.2. Supplemental Academic Performance Data

Q19. 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20

Applicant Evidence :



GO_ComparableData_10.2.pdf

Uploaded on **10/2/2023** by
LaRetha Odumosu



Q20. 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 how the school will address the challenges.

One area that remains a focus for Great Oaks is increasing our participation rates. Over the course of the past years, Great Oaks has fallen short of the target participation rate. This was due to a lack of awareness and investment in the assessments as well as organizational structures that were in need of updates. However, we are happy to share that in the 2022-2023 school year, we saw a significant increase across the board in our participation percentages in the majority of our assessments and a decrease across the board in our number of students who missed the assessment. Great Oaks' percentage increase around participation was between 6% and 24% this past year and the actual number of students who missed the assessment dropped significantly from SY22 to SY23. In order to head in the right direction with participation percentages, Great Oaks did the following: 1) worked closely with our school assessment liaison from the DDOE, 2) identified a key person to conduct all assessments and follow-up with students and families, 3) Ensured that students and families were aware of the importance of the assessment, 4) provided multiple opportunities to complete the assessment and 5) tracked each student's participation and actively communicated with families throughout the testing window, particularly with students families who were not attending testing sessions.

While participation percentages remain an area of focus, we are confident that if we continue to implement the above action steps, we will continue to see an increase in these percentages in the same way we did this past school year.

Applicant Evidence :


GO_ComparableData_Participat...

Uploaded on **9/29/2023** by
LaRetha Odumosu

Q21. 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.

An area of success for Great Oaks over the years has been in the area of student behavior and discipline. Great Oaks has seen an extremely significant drop in student suspensions from year to year. From the 2021-2022 school year to the 2022-2023 school year, there was a 20% decrease in Great Oaks suspensions continuing the drop in suspension data from year to year. There are two areas that contributed to this improvement in school climate, 1) ensuring that staff was aware of and received training on the importance of building strong relationships with students and 2) targeting specific behaviors with school-wide systems and response. These two factors resulted in students becoming more invested in the school community and increased consistency in the school response when school expectations were not met. We look forward to continuing to implement these systems and creating an environment that is conducive to learning and student success.


As noted earlier in the report, another significant pride point from this past year is Great Oaks' significant reduction in chronic absenteeism. From the 2021-2022 school year to last year (2022-2023), Great Oaks demonstrated a 31% decrease in chronic absenteeism. Not only is this impressive, Great Oaks outpaces the other city high schools serving similar demographics in chronic absenteeism.

Additionally, Great Oaks has built partnerships with local organizations such as Born 4 Brothers as well as maintained strong partnerships with CEB groups such as Student Advocacy. These partnerships have allowed Great Oaks to offer more of a whole child approach to all students which led to not only student investment, but whole family investment. What we are currently noticing within the building is increased time on task in terms of teaching and learning, specifically, indicating that prioritizing rectifying issues around climate and behavior were appropriate.

Applicant Evidence :


Chronic Absenteeism Comparis...

Uploaded on **9/29/2023** by
LaRetha Odumosu


Suspension Data.docx

Uploaded on **9/29/2023** by
LaRetha Odumosu



6. 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?

6.1. Organizational Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	Education Program				Governance & Reporting			Students & Staff		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		Facilities, Transportation, Health, & Safety
	1a	1b	1c	1d	2a	2b	2c	3a	3b		4a
2019-20	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2020-21	M	M	M	M	M	M	M	M	M	M	Meets Standard
2021-22	M	AS	AS	M	M	M	M	M	M	M	Meets Standard

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

PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

Q22. Describe the school's organizational performance over the current charter term. (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.)

Great Oaks has consistently met standards in the organizational framework over the past three years. In the SY 22-23, Great Oaks experienced a slight drop in ratings but still received a 92% overall score. The largest gap demonstrated in the most recent framework is in special education as Great Oaks is currently on an improvement plan as the new Special Education Department partnered with the DDOE to address concerns from past audits. Our new team is in regular contact with the DDOE to ensure that these areas are addressed and that students are receiving the services they need. The team has received positive feedback regarding their responsiveness and willingness to address past issues in order to ensure that students are supported properly.



Q23. Discuss management and operations successes and challenges during the current contract term. 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

It is no secret that Great Oaks has recently undergone a challenging, but successful and necessary leadership overhaul. In the fall of 2022, Great Oaks was placed on Formal Review and as a result of that process, the school determined that it was important to restructure the leadership team in order to ensure that the school operated at its highest level. Within this leadership restructuring, Great Oaks promoted Ms. Price, the former middle school principal and current assistant principal, to the high school principal role. Ms. Price had a demonstrated record of success in school leadership prior to coming to Great Oaks as well as in her former roles at Great Oaks. Great Oaks also hired Dr. LaRetha Odumosu, a fellow charter leader with a demonstrated success in school turnaround, as the school's Executive Director. As a result of these changes, the school has seen a number of successes within a short period of time. The positive data accomplished in a short period of time is as follows:

- # of suspensions have decreased by 20% from FY22 to FY23
- HS Testing participation rates increased by 21% from FY22 to FY23
- Math SBAC scores went up by 6% from FY22 to FY23
- Increased new student applications by 52%, and still counting, despite this year's negative press
- 34% of this year's "new students" are students returning to Great Oaks after attending local schools
- 100% of admin are certified and have prior leadership experience
- Great Oaks reduced chronic absenteeism by 31% (72% - 41%) from FY22 to FY23; this is the lowest chronic absenteeism percentage in four years. Great Oaks also has the lowest chronic absenteeism percentage when compared to schools with similar demographics also located in the city of Wilmington.

Despite the transitions, the Great Oaks team has made significant progress in a short period of time. When comparing this progress to that of other schools undergoing turnaround efforts in the city, the success at Great Oaks far exceeds those of its peers both within the city of Wilmington and in cities across the nation.

Q24. Address any measure(s) where the school did not meet standard or is approaching standard.

Great Oaks received an approaching standards in two areas in SY 21-22: 1) Applicable State and Federal Requirements and 2) Student Disabilities. The primary challenge regarding meeting the Applicable State and Federal Requirements was the lack of consistency and responsiveness with reporting from past administrative teams. As a result, Great Oaks developed a reputation for not meeting deadlines and missing submission dates which resulted in the school not meeting expectations in this area. We deem the same true for student disabilities.

The new administrative team continues to directly address these issues by ensuring:

- roles and responsibilities are clearly demarcated, understood, and assessed for efficacy
- ongoing review of requirements
- timely responses to DDOE inquiries
- successful partnering with relevant external agencies that support the school's operation.

6.2. Educational Program

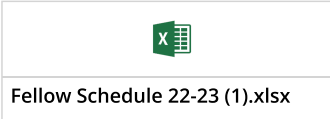
Q25. Mission-Specific Goal(s): As Appendix 2, provide the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

Great Oaks big picture mission is Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What. As evidenced in the organizational framework, Great Oaks has met standards regarding mission fidelity consistently. Throughout the past five years, Great Oaks has utilized its tutoring program to ensure that every student received the support they needed to be successful. More recently, Great Oaks has partnered with the CEB's student advocacy group to provide additional support. This year, Great Oaks will be using a targeted advisory model that continues to partner our school counseling department with the CEB student advocacy group to provide targeted and intentional support to our school community.

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Applicant Evidence :



Uploaded on **9/29/2023** by
LaRetha Odumosu

Q26. Curriculum, Instruction, and Professional Development As Appendix 3, provide the following documents as evidence of curriculum alignment to Delaware Content Standards: Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages, Health and Physical Education) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas. Evidence to establish adherence to the state's expectations regarding **ELA standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org., which includes the scope and sequence documents showing units of study with their corresponding anchor texts and culminating tasks with the intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org, including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents must include:
 - featured anchor texts of knowledge building units around topics of inquiry/exploration and intended pacing for each grade/course. These should reflect the distribution of text types and genres required by the standards as outlined in Appendix B.
 - a set of targeted grade-level CCSS ELA/Literacy standards for each unit.
 - alignment to the foundational reading skills and intended pacing for each grade must be included for grades K-5.
- Sample learning experiences (lesson/unit) and assessments with their corresponding rubrics.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.
- Description of the professional learning structures for the ELA teachers and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the ELA department since the last renewal.

Evidence to establish adherence to the state's expectations regarding **Math standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- Description of the professional learning structures the mathematics teachers engage in and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the mathematics department since the last renewal.



- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Social Studies standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Science standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQulP rubric from nextgenscience.org, reviewed by an external evaluator that is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- A Response to the following questions:
 - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
 - Describe how you ensure accessibility for all students in science.
 - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring.

Evidence to establish adherence to the state's expectations regarding **Visual/ Performing Arts standards and instruction** through the grade bands should include the following:

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.
- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **World Languages standards and instruction** in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing the targeted Delaware World-Ready Standards for Learning Languages, state proficiency targets and major learning contexts (themes) for each level of language instruction.
- One sample assessment and accompanying scoring rubric from one learning context--intended to provide evidence of student growth in proficiency--for each level of language instruction.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **Health Education standards and instruction** in grades K-8 and 1/2 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing the National Health Education Standards/Delaware State Standards targeted and attention to the specific learning concepts for each grade.
- One sample document outlining adherence to the hours requirements for specific health concepts in Regulation 551.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school.



Evidence to establish adherence to the state’s expectations regarding **Physical Education standards and instruction in grades K-8 and 1 credit in high school (grades 9-12)** should include the following:

- Curriculum map or scope and sequence showing alignment to the Delaware physical education standards and grade level expectations.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school (example: state physical fitness assessment data and programming provided by the Delaware Department of Education)
- No curricular documents are required for elective Physical Education courses, which should not exceed 1 credit to fulfill graduation requirements.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 100

Applicant Evidence :


GO-Wilm Curriculum Materials ...

Uploaded on **9/29/2023** by

LaRetha Odumosu

6.3. At-Risk Students, Students with Disabilities, and English Language Learners

Q27.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.

The special education department at Great Oaks, through support from the Exceptional Children's Resources department of DDOE, initiated and developed a complete overhaul of special education department processes and procedures in addition to a compliance review and revision of all special education documents. With guidance and support from the DDOE team, the Great Oaks SPED team reviewed and revised all special education documents to the level of compliance. The Director of Student Support Services developed processes and procedures, with the support of Maria Locuniak from DDOE, which are included in the newly developed Great Oaks Guidebook. Special Education team meetings are conducted bi-weekly to discuss best practices and give case managers the opportunity to receive input regarding specific student needs. Professional development is provided annually and as needed to all staff of Great Oaks in reading and interpreting an IEP as well as de-escalation strategies for students experiencing trauma. Overall, the outcome has created an efficient and compliant special education department that meets the needs of all students.

Q28.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.

A new referral process, in conjunction with MTSS, has been implemented in order to reach students who are at-risk or struggling with either academic and/or behavioral needs. A trauma-responsive Threat Assessment Team has been developed to support students in crisis and staff has been trained on how to report students experiencing a crisis. Our student support team has also developed a process for reaching out to community partners in supporting our higher needs students. In addition to the support from our School Psychologist and Counselor, we currently have mentors through the Community Education Building that have supported our students with personal and familial issues impacting their educational trajectory in addition to directly supporting at-risk students to ensure they graduate high school.

Q29.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.



An analysis of the students' WIDA assessment results is conducted to determine appropriate supports and services provided to Multilingual Learners at Great Oaks. Parents are informed of a student's eligibility for ELL support at the beginning of the school year. Those students identified as ELL are provided a dedicated block of direct support based on their level of need. Additionally, the team develops an accommodation plan for every ELL student at Great Oaks which is given to all classroom teachers for implementation. Teachers are provided training in this area at the beginning of the school year with support as needed.

6.4. Governance and Reporting Requirements

Q30. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

Outside of monthly oversight meetings and committee discussions where a deep dive through academics, finance and operations, and legal matters are parsed through for decision-making purposes, the following activities have been conducted by the board on a regular basis:

- Weekly 1:1 meetings with Dr. Odumosu which includes a thorough discussion regarding the school's academics, finances and operations
- Weekly school walk-throughs to observe the items discussed in the meetings
- Special education-specific check-ins, both as issues arise and as preventative measures
- Bi-weekly touch base with Michelle Lambert re: financial position
- School-level parent engagement activities
- Regular discussion among board members to review and discuss the key three areas

Q31. Discuss board-related successes and challenges during the current charter term. 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

The most remarkable board-level success has been recreating the board's core composition, (which included both editing former members and welcoming new members) to ensure the required expertise to support the school's forward movement were available. With most of that experience and expertise now present, challenges have included shifting the culture of the board's performance to being more action-oriented as opposed to advisory-based. Although great gains are being made to leverage the board's expertise in increasingly tangible ways, the work of culture shifting - especially toward the direction of sustained success - takes time and strategic effort, both of which are well underway. Meeting attendance dipped slightly in the last two months of SY 22-23, but has since returned to normal levels. Governance training - not just those that are compliance related - but training that allows the board to perform optimally, is the priority for this coming term. This focus will allow for the emergence and execution of board-level projects, improved efficacy around performance management activities, and increased productivity.

Q32. Describe the process used by the board to evaluate school leadership.

Presently, the weekly 1:1 meetings with Dr. Odumosu and regular check-ins with Ms. Price serve as benchmark assessments for specific areas of growth and strength. These meetings are rooted in desired outcomes for school leader development, leader pipeline strategy, fiscal activities, compliance measures, and targeted support for every level of the organization. Collectively, these focus areas provide an in-depth look at the health of the school and personnel; this in-depth look provides the basis for board-level decision-making.

Q33. Describe the school's process for succession planning including identification, development and retention of school leaders.



A newly-developed process, the board chairwoman and leadership team have begun identifying areas of both criticality and vulnerability across the organization, to which we have begun to match the knowledge, habits, and skills we believe are required to sustain the organization's movement toward desired outcomes. Of our current staff makeup, only 5% of individuals are retirement eligible in the next 4 years. The benefit of a younger staff writ large, allows us the opportunity to build deep and lasting relationships along the path of pipeline development. Our most critical area of leadership centers on experience with high need populations, of which much of our staff have come to us with and are gaining in experience daily within our organization. Because one of our key vulnerabilities lies within special education, a focus on developing/recruiting individuals to engage thoughtfully and with experience as it pertains to compliance and special education student outcome efficacy is a priority for us. By 2025, we plan to begin formal training via shadowing and responsibility sharing for a small cohort of aspiring leaders within the school.

Q34. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

The GO board supports the school in many ways, including provisioning expertise for decision-making, adding to ground-level PR efforts, fundraising, and showing up for school- and community-based events. Board members spend time developing and leveraging relationships with local influencers, being present at GO community events, keynoting commencement, etc. Recently, a subset of the board has rallied around the special education department to provide expert support and guidance, engaged local influencers about the progress of GO, and being on the ground to both support and participate in graduation events. We look forward to the board's increasing activities and are excited about all that is to come.

Q35. Appendix 4: Current Organizational Chart

Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Organizational Framework.pdf

Uploaded on **9/29/2023** by **LaRetha Odumosu**


Q36. Appendix 5: Board member and school leader succession plans

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

With regard to board member succession planning, this is a growth area for us as we have priorities stabilization. In SY 25-26, the new governance focus will include succession planning specific to the titled board roles; it's exciting to be able to engage a more strategic vision for HP governance. The aforementioned response around succession planning was specific to the school's top seated leader, and is therefore applicable here.

Applicant Evidence :


GO board priorities by SY.pdf

Uploaded on **9/29/2023** by **Angela Perry**

6.5. Students and School Environment

Q37. 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?



Great Oaks is intentional about engaging with families throughout the school year in a myriad of ways to ensure that the school home partnership is consistent and actively taking place. The methods implemented to do so are as follows:

- Consistent Parent Communication: Frequent progress updates from teachers, online daily teacher communications through the Remind mobile App, Monthly Parent Newsletter, Quarterly Report Card Conferences, Monthly Parent Camp sessions, and Student Community Meetings. Our website also offers important information.
 - Collection of Parent Feedback: Mid-Year and End of Year Parent Surveys, School Advisory Committee Meetings, Parent Liaisons meet each Trimester for support with the Needs Assessment
 - Student Experience & Feedback: Joy Factor Events, Sports Programs, Student Surveys, Student Ambassador Programs, and Consistent focus on student self-advocacy.
 - Family Engagement: Annual Black History Celebration, Holiday Community Potluck Dinner, Parent Appreciation Week
- Feedback provided by the families fuels our internal discussions regarding next steps for the school community as it pertains both to continuing practices and engaging in newly revised practices.

Q38. Appendix 6: Please upload an up-to-date Fire Inspection Certificate

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Fire permit.pdf

Uploaded on **9/29/2023** by
LaRetha Odumosu

Q39. Appendix 7: Please upload an up-to-date Insurance Certificate(s)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Pratt Insurance PDF.pdf

Uploaded on **9/29/2023** by
LaRetha Odumosu

Q40. Appendix 8: Please upload Navigate report for SY21/22 and SY22/23.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :

		
safepans_2021_safety_plan_re...	safepans_2022_safety_plan_re...	Navigate_drills.pdf

Uploaded on **9/29/2023** by
LaRetha Odumosu

Uploaded on **9/29/2023** by
LaRetha Odumosu

Uploaded on **9/29/2023** by
LaRetha Odumosu



6.6. Teacher Retention

SCHOOL YEAR	% TEACHERS RETAINED	# OF TEACHERS RETAINED	# OF TEACHERS ELIGIBLE
2019-20	64.00%	16	25
2020-21	80.8%	21	26
2021-22	72.00%	21	29

Q41. Enter 2022-2023 PERCENT of Teachers RETAINED

Of note, given the formal review conditions Great Oaks found itself navigating last year, several staff members were exited from the organization in order to ensure the school's continued success and positive trajectory.

For the 2022-2023 school year, Great Oaks has a total of 13 teaching positions that were also in place the prior year. Of the 13 positions, 4 teachers are new to Great Oaks, and 9 are returning, resulting in 69% of teachers retained.

Q42. Enter 2022-2023 NUMBER of Teachers RETAINED

For the 2022-2023 school year, Great Oaks has a total of 13 teaching positions that were also in place the prior year. Of the 13 positions, 4 of the teachers are new to Great Oaks and 9 are returning resulting in 69% of teachers retained.

Q43. Enter 2022-2023 NUMBER of Teachers ELIGIBLE

For the 2022-2023 school year, Great Oaks has a total of 13 teaching positions that were also in place the prior year. Of the 13 positions, 4 of the teachers are new to Great Oaks and 9 are returning resulting in 69% of teachers retained.

Q44. Explain successes or challenges of implementing the school's teacher retention plan.

The retention data for Great Oaks removed from the context of the school's transition from middle to high school paints a bit of an inaccurate picture. As discussed earlier in this report, for the past three years, Great Oaks has either both added and removed a grade or removed a grade. Due to this transition, it is necessary for the teaching community to shift accordingly to properly service the grades and subjects offered. Teachers who teach middle school cannot always transition to teaching high school subjects due to a variety of reasons such as personal preference, subject expertise and success with different grades of students. Additionally, as evidenced by the enrollment, Great Oaks High School is a smaller community than Great Oaks former middle school. Due to the reduction in student body, there was not a need to maintain the same quantity of teachers as Great Oaks transitioned this year into a high school only organization.

As the school moves forward, we look forward to having our teacher retention information be more accurately reflective of the our school community as we shift away from any significant school configuration transitions.

Q45. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

With the most recent leadership transition, Great Oaks has become much more targeted and intentional with staff professional development. Traditionally, Great Oaks' planned professional development for all staff included a "one size fits all" model. We have moved into Professional Development that ignites teachers' excitement about learning. While there is still a full-school focus on the foundational components of instruction, such as objective and exit assessment alignment, our professional development program has really sought to differentiate accordingly. One key shift has been in ensuring that each teacher has an instructional coach. This allows teachers differentiated opportunities that are targeted to their area of focus. Teachers can experience professional growth and appropriate flexibility based on their expertise, content area and experiences.



Q46. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.

Great Oaks has significantly improved in its implementation of educator evaluations from FY22 to FY23. Admittedly in past years, evaluations was an area of concern for the school for both the DDOE and the school's board of directors. The new administration team has actively targeted this area and as a result, all teachers who were eligible received appropriate evaluations throughout the 2022-2023 school year.

6.7. Closure Requirements

Q47. Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2023-24 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

In the event of closure or dissolution of the school, Great Oaks will have reserve funds set aside to ensure that all employees are paid according to their contractual agreements. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees of the school, then to the remaining creditors of the schools. The Board & CBOC monthly and annually reviews the available fund balance and financial projections to ensure that the reserve balance will cover such a contingency. The anticipated end of Fiscal Year 2023-2024 cash balance is \$402,697. The school projected accrued summer pay obligation is \$206,264 and accrued audit expense is \$17,000. This leaves a remaining sufficient cash balance of \$179,433 available to support final close out cost that would be incurred in July & August 2024. In the Event of Closure, Board Chair Angela Perry, Executive Director Dr. Laretha Odumosu, Principal Tamara Price and Fiscal Consultant Michelle Lambert will handle the School's final closeout activities.



7. 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. Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework (<https://www.doe.k12.de.us/Page/2626>).

7.1. Financial Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	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	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
2021-22	F	AS	AS	M	AS	AS	Not Rated	AS	Not Rated	AS	Approaching Standard

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

Note: On June 18, 2020, the State Board of Education approved the updated Financial Performance Framework. Below is the school's historical data.

Historical Financial Framework Data

YEAR	Near Term Indicators				Sustainability Indicators				Financial Management & Oversight	OVERALL RATING
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
	1a	1b	1c	1d	2a	2b	2c	2d	3	
2019-20	M	AS	AS	M	AS	M	F	Not Rated	M	Approaching Standard
2020-21	M	M	F	M	M	M	AS	Not Rated	M	Meets Standard



PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of “Meets” or “Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Q48. Using the results contained in the Financial Performance Framework, describe the school’s financial performance over the current charter term. (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.)

The School operated at a deficit and utilized its reserve balance to support operations during Fiscal Year 2022. The school created a fiscal plan to cut cost and maximize revenue to operate at a surplus during fiscal year 2023 and plans to operate at a surplus over the next 5 years. This will result in the school moving from approaching standards to meeting standards.

Q49. Identify changes to financial practices that the school has implemented to improve the school’s financial outcomes.

The leadership team during Fiscal Year 2023 reviewed all contracts and expenses and terminated or renegotiated contracts to meet the Schools need while reducing expenses. In addition, The School implemented an additional expense review and approval process to ensure expenses remained aligned with the budget.

Q50. Address any measure(s) where the school did not meet the standard.



1. Current Ratio- is far below standards as a result of the new lease standard that requires a liability to be reported on the balance sheet for the copier and building lease. The ratio will improve as the cash balances increase from operations operating at a surplus.
2. Debt to Asset Ratio-is approaching standards as a result of the new leasing standard. New leasing standard resulting in a decline in the prior year ratio. Same as the response in the Current Ratio
3. Days Cash is approaching standards due to the spend down of prior year reserves for operations in Fiscal Year 2022. The day's cash will improve and meet the standard by the end of Fiscal Year 24 as a result of an operational plan to operate at surplus year over year, resulting in the cash balance increasing
4. Debt Service Payments/Loan Covenants-Meets Standards. No response required
5. Aggregated Three-Year Total Margin-Approaching Standards as a result of operating at a significant deficit in Fiscal Year 2023. The school has a plan to operate at surplus over the next two years and anticipates it will meet standards by Fiscal Year 2024
6. Cash Flow-Approaching standards as a result of spending down prior year reserves. The School has a plan to operate at surplus over the next couple of years, which will improve cash flow. The School anticipates meeting the standard by Fiscal year 2024
7. Debt Service Coverage Ratio-Far Below Standard as a result of operating at a deficit for Fiscal Year 2022. The School plans to operate at a surplus over the next couple of years, which will move the school to approaching standards by Fiscal Year 2024
8. Student Retention-Not Rated. No response required
9. Financial Management & Oversight. Approaching Standards. The audit was delayed going final in Fiscal Year 2021-2022. The audit for Fiscal Year 2022-2023 is scheduled to be finalized by the deadline for submission.

Q51. **Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).**

N/A-No audit findings

Q52. **Appendix 9: Upload a Summary of Findings from Independent Audits (if applicable).**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :


N/A-No Audit Findings

Q53. **Appendix 10: Upload a Final Fiscal Year 2023 Revenue & Expenditure Budget Report in the prescribed Department format**



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Great Oaks Web Report 06.30.2...

Uploaded on **9/29/2023** by
Michelle Lambert


Q54. **Appendix 11: Upload an Approved Preliminary Fiscal Year 2024 Budget in the prescribed Department format. The budget narrative should make clear the assumptions on which the school bases its key revenue and expenditure projections. In addition, the budget and narrative should describe any anticipated changes to the school's financial position and clearly articulate the financial impact of any proposed modifications on other aspects of the school's education program and operations (e.g., new curriculum or instructional materials, modified staffing structure, decreased or increased enrollment, etc.).**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Attached is preliminary budget based on anticipated enrollment of 148 students. A modification application is being submitted to reduce enrollment to 148 students a year.

Applicant Evidence :


Great Oaks Budget FY24 148 En...

Uploaded on **9/29/2023** by
Michelle Lambert


Q55. **Appendix 12: Upload a Fiscal Year 2023 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed).**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Attached is the Draft Fiscal Year 2023 Audit. The anticipated audit will be final and submitted by October 2, 2023, to DOE & DOA.

Applicant Evidence :


Great Oak Charter School Finan...

Uploaded on **9/29/2023** by
Michelle Lambert



8. Innovative Practices

Q56.

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

As shared earlier in the report, Great Oaks' recent organizational shift has resulted in significant improvement as noted below. In addition to shifting the leadership team members, Great Oaks has also done the following:

- Streamlined the operations team by identifying an on-site operations manager and using the same external organization for both accounting and human resources
- Implemented a consistent coaching structure for the current leadership team members that includes regular reflection, strategic discussion and execution follow-up
- Conducted an audit of partnership organizations to ensure that the current partners are in line with the mission and overall operation of the school
- Provided targeted professional development by external experts for the leadership team
- Reviewed and revised school climate and instructional systems to improve student outcomes
- Identified teacher leaders to drive staff morale and positive student incentives
- Restructured school staffing model to ensure that all current staff members are invested in the overall mission and vision of the school

As a result of the above, Great Oaks has seen an influx of positive data points in a short period of time.

- # of suspensions have decreased by 20% from FY22 to FY23
- HS Testing participation rates increased by 21% from FY22 to FY23
- Math SBAC scores went up by 6% from FY22 to FY23
- Increased overall new student applications by 52% despite this year's negative press
- 34% of this year's "new students" are students returning to Great Oaks after attending local schools
- 100% of admin are certified and have prior leadership experience
- Great Oaks reduced chronic absenteeism by 31% (72% - 41%) from FY22 to FY23; this is the lowest chronic absenteeism percentage in four years



9. Looking Forward: Plans for the Next Charter Term

This section provides the school with an opportunity to discuss plans for the next charter term. Schools should identify any anticipated changes to the school's educational program, governance model, and financial outlook and must identify any proposed changes that would require modification of a material provision in the school's charter contract or that are likely to impact the school's academic or organizational success or its financial sustainability. As a general rule, the school should identify any changes that are relevant or significant with respect to the performance outcomes that the school has agreed to meet or are otherwise relevant to the school's renewal and continued authorization and operation as a public charter school. The authorizer reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if proposed changes would occur several years into the next charter term, the authorizer strongly encourages applicants to outline them here.

Q57. Describe any significant changes to the essential terms of the school's educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served.

Please note that the below suggested changes require a modification process of which we are aware. We are requesting a shift in authorized enrollment as part of this renewal process, rooted in new and fresh data that has resulted from a year of structural, operational, financial, and academic changes borne out of the formal review process. Although the major modification template was not available in time for the renewal submission, the modification application will be submitted on or before October 15, 2023. All others shifts outlined are for future modifications that we would like this entity to be aware of in advance as Great Oaks would like to further engage the school community in the additional shifts.

This year marks Great Oaks' first foray into high school only territory and we are excited about moving forward as a small trauma-informed high school in the city of Wilmington serving our very unique demographic of students. After engaging in the first choice and unit count process for serving only high school school students in the history of the school's inception, we have learned a lot about the interest of our target student populations and the cycle of enrolling new students solely for grades 9-12. When looking at the data trends over the scope of Great Oaks existence, the middle school averaged 100-115 per grade when in full operation while the high school has averaged 40-50 per grade when in full operation. The first shift that Great Oaks will cement during this upcoming year is shifting the authorized enrollment number to 148. It is clear that the city's high school population and the corresponding need associated with many of the city's high school students differs from what was needed for middle schoolers. We have also seen in this past year, the gains that can be made with our student population when we are focused and targeted on these key grades in a meaningful manner and maintain a staff/student ratio of 1:10-12.

The first portion of the school's mission of "Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What" will remain. However, we plan to change the school name as well as revisit and modify the byline of the mission statement that references the following "the purpose of the school is to give students the knowledge and values required to graduate from a competitive four-year college by delivering individualized instruction." As demonstrated across the nation, we are aware that applying to a competitive four-year college is no longer viewed as the only means to living a successful life. Additionally, as this committee is aware, Great Oaks Charter School removed its partnership with the Great Oaks Foundation in 2018 and the partnership with the tutoring corp has phased out over the years with the 2022-2023 school year being the final year utilizing the foundation's tutoring model. Due to these shifts in the national conversation and in Great Oaks' personal history, it is important for the school to work with the community to outline a new school name, vision and mission that is more accurate and responsive to the groups of students we serve. It is our plan to begin this process of rebranding in January 2024 and host a series of meetings with the school community (students, staff, parents) to discuss, determine and formalize the new plan for a new school name, vision and mission resulting in a formal request for modification being submitted in summer 2024.

Q58. Describe any anticipated changes to the governance of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

Presently, the only anticipated shifts to the board are composition related, as we continue right-sizing the board for optimal performance. No changes to committee structure nor operating principles are anticipated.

Q59. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.



Firstly, our board chairwoman has committed to engaging in governance training specific to her role during the 23-24 school year. Once that has been undertaken, a new approach to performance assessment will be established. The plan is for the board to assess its health twice annually, once in the fall, and once in the spring.

Q60. Describe any anticipated changes to the school leadership or staffing model and any proposed changes to the management of the school, including any changes to the school's relationship with a third-party education service provider, if one exists. If the school does not currently contract with a Charter Management Company but intends to do so during the next charter term, if the school currently contracts with a Charter Management Company but does not intend to continue to do so during the next term, or if the school intends to make material modifications to its existing management agreement, the school must contact the authorizer for additional information prior to the submission of this application.

Since October 2022, Great Oaks has contracted the services of Dr. LaRetha Odumosu who has assumed the role of Executive Director for Great Oaks Charter School. Dr. Odumosu has spear-headed the school through the initial leadership transition, the formal review process and the renewal process. Dr. Odumosu will continue to serve in the capacity of Executive Director for the duration of the school year. Over the course of the next two years, Dr. Odumosu will shift her focus to developing the current onsite leadership team to embody the Executive Director duties. The current leadership team has already engaged in frequent coaching sessions with Dr. Odumosu and in addition to the above, Dr. Odumosu has spent significant efforts coaching and developing the current school leader, Ms. Price. This partnership will continue using a gradual release process until the onsite leadership team is fully able and ready to execute the Executive Director duties with proficiency.

Q61. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

Great Oaks has already used and will continue to use an array of state provided data to determine the best next steps for the school community. Platforms such as the open data portal, school report card as well as the three frameworks - academic performance, organizational framework and financial framework - are regularly referenced to outline areas of strength and areas of focus for the school. Throughout the formal review and renewal process, Great Oaks has also been able to partner with a variety of DDOE departments to discuss and use the available resources provided to support the school's overall viability and performance. As we move forward, these components will continue to be used and development offered by the Delaware Department of Education will be utilized in order to ensure continued success.

Q62. Describe the current status of the school facility and discuss any anticipated changes in facilities needs or location. Ensure that the budget narrative (Appendix 11) explains how the school's facilities plans are reflected in the budget.

Great Oaks has engaged in a partnership with the CEB since its inception. This partnership will continue in its current operations that includes facilities, school support and the food program.

9.7. Projected Enrollment

Q63. Fill out the five-year enrollment chart by grade level (see Resources). Ensure that the chart allows for the natural progression of students from year to year.

- **Note: This will become the school's authorized enrollment for the new charter term.**
- **Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application (<https://www.doe.k12.de.us/Page/4361>) including budget sheets, and a budget narrative reflecting the new enrollment figures.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 20



Resources



Projected Enrollment.xlsx

Applicant Evidence :



Projected Enrollment_Great Oa...

Uploaded on **9/29/2023** by
LaRetha Odumosu

9.8. Measuring Academic Progress

The school's responses to the next 4 questions in this section will be used to populate the Academic Performance section of the school's new Performance Agreement.

Q64.Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter.

As Great Oaks moves into serving solely high school students, we will continue to use state assessments such as the SAT and DCAS to measure academic progress from year to year. In addition to these assessments, Great Oaks will use NWEA to assess student growth in Math and ELA throughout the school year as well as subject-specific unit assessments for each core course. Finally, Great Oaks will continue to track student progress with obtaining the credits in order to be on-track for graduation and meet high school requirements. For the first wave of serving solely as a high school, these are the areas where the Great Oaks academic team will spend the bulk of its time and data analysis.

Q65.Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.



In addition to the measures set by the state goals and those outlined in DSSF, Great Oaks will use the below metrics as internal measures of success and progress from year to year. Because Great Oaks does not have an extensive history of operating as a high school, one key step in ensuring that the data we are using to determine success presents an accurate picture of our school population. Henceforth, the focus on testing participation percentages in areas that were lacking prior or not implemented across the board. While we understand that Federal guidelines outline a 95% participation target, our current baseline is 67%. In order to create realistic goals, Great Oaks is planning to demonstrate an increase of 18% in testing participation for the current school year and meeting the 95% metric the following year as outlined below.

As noted in the academic section, outcomes on the high school state assessments are in much need of improvement. Great Oaks' current population has a significant number of students performing at Level 1 on both the Math and ELA SAT. It is Great Oaks' goal to reduce the percentage of students performing at Level 1 by 50% by the 2033-2034 school year. In order to achieve this goal, the reduction percentage per year as noted below must be accomplished. For the NWEA assessment, Great Oaks has not established an accurate baseline due to the assessment being used inconsistently. The first step is to ensure that this assessment is given to all students. The goal is to increase the baseline of students performing on grade level by 5-10% each year.

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Baseline				
Math SAT	67% participation	85% participation 3.8% reduction in Level 1 percentage	95% participation 3.8% reduction in Level 1 percentage	3.8% reduction in Level 1 percentage	3.8% reduction in Level 1 percentage
ELA SAT	67% participation	85% participation 2.62% reduction in Level 1 percentage	95% participation 2.62% reduction in Level 1 percentage	2.62% reduction in Level 1 percentage	2.62% reduction in Level 1 percentage



Math NWEA	Partial participation	Baseline Participation Assessment Year	95% participation 3% - 5% increase of students on grade level from prior year	3% - 5% increase of students on grade level from prior year	3% - 5% increase of students on grade level from prior year
ELA NWEA	Partial participation	Baseline Participation Assessment Year	95% participation 3% - 5% increase of students on grade level from prior year	3% - 5% increase of students on grade level from prior year	3% - 5% increase of students on grade level from prior year
On Track Graduation	65.12%	Increase of 5-10% from prior year	Increase of 5-10% from prior year	Increase of 5-10% from prior year	Increase of 5-10% from prior year

Q66. In addition to the State’s mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

As a full school internal measure, Great Oaks will use the NWEA to determine student academic levels in both Math and ELA. In addition, Great Oaks will use subject-based assessments aligned to the subject's scope and sequence and unit overview as provided in section 6 of the renewal report. The curricula provided is aligned to Delaware Content Standards. NWEA, an approved Delaware assessment, provides us with nationally normed data on how our students are performing compared to their peers across the nation. This latter assessment is key in ensuring that Great Oaks has a realistic perspective of student performance. The internal performance goals and measures are outlined in question 65 of the renewal report.

Q67. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Great Oaks will continue to utilize academic department meetings to analyze student data from unit assessments as well as it's individual coaching model. Since Great Oaks is a small school resulting in only one teacher teaching specific curricula (ie there is one teacher who teachers Biology, although there is more than one Science teacher), the individual coaching model is key to ensuring that teachers are digging deep into their content-specific data to determine student mastery, progress towards mastery and instructional next steps after reviewing and analyzing assessment data. Alongside subject-specific support, Great Oaks will continue to establish full school instructional goals such as objective and exit assessment alignment. Each year, Great Oaks will determine if there is a need to continue with full school instructional focus areas in addition to subject-specific support or if it better serves the school to just focus on subject-specific support. If there is a need to continue with the full school single focus, the team will continue moving through the best practice instructional foundations of increasing rigor through student verbal and written responses as well as layered and targeted check for understanding strategies. The instructional team, currently made up of the school principal and school special education director, will be responsible for implementing the above.



Q68. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

There are leading indicators for all of the year-end internal goals and school response will be catalyzed by a lag in one of those indicators. For participation outcomes, the leading indicator is student attendance which is tracked daily and discussed regularly among the leadership and support team. Students with lagging attendance receive increased communication and additional interventions such as home visits to support and improve attendance throughout the school year. Leading indicators for assessment outcomes is the use of the NWEA assessment throughout the school year to determine if students are on track to meet their goal. By reviewing this data regularly throughout the school year and using the internal metrics as a guiding point, the school team is able to accurately assess progress towards the goal and put interventions in place to improve lagging progress. This type of proactive measures increase the likelihood of the internal goals being met with success. In the event that they are not met, despite the implementation of this cycle throughout the year, the leadership and support team will review the end of year data to determine target goals and inputs for the upcoming year to improve outcomes.



10. Compliance Certification Statement

Q69. The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school. We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents. Signature of the Chairperson of the Board of Directors (or designated signatory authority)

Signature

Q70. Name of the Chairperson of the Board of Directors (or designated signatory authority)

Angela Perry

Q71. Title (if designated)

Board Chairwoman

Q72. Date of Signature

Fri Sep 29 2023 (Eastern Daylight Time)



11. Renewal Application Certification Statement

Q73. I hereby certify that the information submitted in this application for renewal 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; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury. Signature: Chairperson of Board of Directors (or designated signatory authority)

Signature

Q74. Date of signature

Fri Sep 29 2023 (Eastern Daylight Time)

Q75. Name of Chairperson of Board of Directors (or designated signatory authority)

Angela Perry

Q76. Title (if designated)

Board Chairwoman

Q77. Date of approval by board of directors

Fri Sep 29 2023 (Eastern Daylight Time)

