

EASTSIDE CHARTER SCHOOL
ANNUAL REPORT
2016-2017



EASTSIDE
CHARTER SCHOOL
A VISION ACADEMY

**3000 N Claymont St,
Wilmington, DE 19802
Phone:(302) 762-5834**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school’s basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	EastSide Charter School
Year School Opened	1997
Enrollment 2016-2017 ¹	446
Approved Enrollment	435
School Address	3000 N Claymont St, Wilmington, DE 19802
District(s) of Residence	Colonial School District
Website Address	http://www.eastsidecharterschool.org/
Name of School Leader	Aaron Bass
School Leader Email and Phone Number	Aaron.Bass@escs.k12.de.us (302) 762-5834
Name of Board President	Thomas C. Humphrey
<p>Mission Statement: The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child’s unique gifts and talents.</p>	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2016-2017. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2016-2017 ¹
Total Enrollment	446
# of Students on Waiting List	
Gender	
% Male	51.12%
% Female	48.88%
Ethnicity/Race	
% African American	91.26%
% American Indian	
% Asian	
% Hispanic/Latino	8.52%
% White	
% Multiracial	0.22%
Special Populations	
%Special Education ²	12.78%
% English Language Learners	1.57%
% Low-Income	83.41%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

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

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K	63	64
Grade 1	58	58
Grade 2	50	64
Grade 3	50	51
Grade 4	50	43
Grade 5	52	53
Grade 6	35	33
Grade 7	32	37
Grade 8	45	43
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	435	446

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

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
East Side Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	48	73.85%
Grade 2	50	83.33%
Grade 3	39	73.58%
Grade 4	38	73.08%
Grade 5	48	82.76%
Grade 6	29	76.32%
Grade 7	32	82.05%
Grade 8	36	83.72%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	321	78.68%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools. Students have left our school for a number of reasons. Some chose to leave due to moving out of state or out of our area. Some chose to leave due to their academic performance. Some families chose to leave our school because they did not believe that our school met their standards. Some have chosen to leave due to receiving a scholarship to a private school for their elementary experience. In this 17-18 school year we have seen a higher rate of attrition. To address this we have hired more experienced staff and offered more supports to our

students and families. We have placed students with advisors to create better relationships between staff and students. The advisory system allows a parent to have a key contact person for all issues relating to their children.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	1 Stars (21/150pts) Far Below
Growth	2 Stars (50/200pts) Needs Improvement
On Track to Graduation	5 Stars (47/50pts) Exceeds
College and Career Preparation	1 Stars (7/100pts) Far Below

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#)

- a) Based on the table above discuss the school's:
- overall academic achievement results,
 - major challenges,
 - and accomplishments over the course of the school year.

School Comments

In the beginning of the 2016-17 school year we were challenged with having a new leadership team, a 2/3 staff turn-over rate, and children who were in dire need of a well deserved education. In the attached documents you will see the performance of our students as well as some of our accomplishments. In the subsequent questions we will discuss each portion of the DSSF as well as how we are responding to the need of our students in this current year.

Performance Agreement

Academic Performance Expectations

EastSide Charter School's overall academic rating is Meets Standards. For each year going forward, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will continue to grow or meet standards within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review. Mission Specific Goals: Our goal is to shrink and ultimately eliminate the achievement gap in Wilmington and the state at large. In order to do that, our students - who traditionally enter Kindergarten below grade level and lose ground every year, particularly during the summer - must outgain their counterparts each academic year.

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

School Comments

EastSide Chart School's overall academic rating of "Meets" or "Exceeds" was only achieved in the area of "On Track for Graduation". In this area EastSide was scored a rating of "Exceeds". There were many challenges that the school faced which hindered learning, but also there were academic successes that promoted academic growth. Challenges during the 2016-2017 school year included high teacher turnover from the previous year, lower teacher supports, student skill deficiencies and behavior supports. Kindergarten through grade two are the most crucial of academic leaning years. During this time students are taught the foundations of mathematics and Language Arts. In addition, studies show that a student not reading at grade level by the time he or she is entering grade three are at a considerable disadvantage. Our students showed the most growth in these pivotal years which in turn will provide a stronger academic background resulting in increasing student performance over time. Attached is the MAP data chart which supports this claim. The addition of the "Guided Reading" curriculum significantly impacted student reading growth. Entering the 2016 school year there were only 1% of students reading on level moving into kindergarten. With the support of this new curriculum we now have 50% of students moving into grade 1 reading on grade level. In addition, 85% of all students grew 1 or more independent reading levels in grades k-4. MAP data showed that our special education students on average make 1.5 years growth in ELA and 1.21 years growth in Math.

Special Education ELA MAP Average (MAP)				
	Fall RIT Av.	Spring RIT Av.	Av. Growth	Spring Grade Level RIT Avg
K	127	144	0.8	
1	149	168	1.3	
2	159	191	2.3	
3	160	198	2.8	
4	164	177	0.8	
5	179	194	1.3	
6	198	207	1.3	
7	185	198	1.5	
8	197	208	1.4	
Average			1.50	

Special Education Math MAP Average (MAP)				
	Fall RIT Av.	Spring RIT Av.	Av. Growth	Spring Grade Level RIT Avg
K	120	131	0.5	
1	154	167	0.8	
2	160	191	2.1	
3	161	186	1.6	
4	169	181	1	
5	181	193	1.2	
6	189	202	1.2	
7	190	201	1	
8	195	211	1.5	
Average			1.21	

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	1 Stars (21/150pts) Far Below	
	School	State
ELA	16.55 %	56.63%
Math	13.59%	45.13%
Science	7.89%	47.45%
Social Studies	n/a	n/a

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

The table above lists the school's available DSSF Academic Achievement ratings.

Respond to the following questions.

- a) Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

School Comments

EastSide's academic achievement for grades 3 through 8 is disappointing. Despite our hard work and dedication, during the 2016-2017 school year there were many factors that contributed to a decrease in academic performance, although there were areas of academic growth. In grades three through eight last year teacher turnover was a factor. 19 teachers resigned or were terminated during the year. In addition a large number of our staff consisted of teachers with 0-2 years of experience who struggled with classroom management and differentiated instruction. New leadership and a lack of accountability also contributed to poor instruction. Basic skill deficiencies also prevented our students from achieving increased proficiency levels. MAP data supports that over 50% of our students are in the tier 3 category which is at or below the 20th percentile. Attached is a MAP report that specifically breaks each grade level down into subjects and the 2016-2017 academic percentile. In addition, ESCS has a significant number of students not reading on grade level in grades k-4. Attached is the breakdown of students reading on grade level at the end of the 2017-2018 school year compared to the beginning of the 2016-2017 academic year. We attempted to deal with our students' academic deficiencies by placing 100% in RTI during the 2016-2017 school year. Unfortunately the curriculum choices were not sufficient in remediating and furthering ELA and Math skill development. Tier 1 students used test preparation books to enhance learning in RTI. The course focused on Language Arts and therefore did not adequately support learning deficiencies in the area

of mathematics. Furthermore, we made the choice to have our middle school content teachers be self-contained in RTI which meant that they were supporting in areas outside of their expertise. We have since corrected this and now RTI is all done by the content teacher to better support the learning.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments

This year we are expecting an increase in Academic Achievement. Grade level achievement expectations are attached for each grade level. EastSide has made modifications to curriculum, instructional supports and also leadership changes to promote academic success. During the 2017-2018 school year CEO Aaron Bass has stepped in as building principal to ensure there is schoolwide instructional and behavioral accountability among students and staff. In addition, Grades kindergarten through grade eight will receive writing instruction (Step Up to Writing/Handwriting Without Tears) that has been adopted into the daily schedule. Lesson plan feedback will be replaced with weekly planning meetings (Guided Reading/Math/ELA/Sci/Soc Stud). This is a more proactive approach to effective instruction. Teachers meet together as a grade team in grades K-2 and by subject in grades 3-8. These planning meetings are used to specifically target misconceptions and best instructional practices for upcoming lessons. We found that students are deficient in basic computation skills. To help remediate these skills a separate fluency block has been implemented into the daily schedule for 30 minutes each day 3-4 times a week. Students attaining strong computation skills make less calculation mistakes and are less frustrated with rigorous work. A problem of the day is also implemented 1-2 times a week. The specific focus is for students to tackle rigorous word problems using modeling techniques/manipulatives in all grades. RTI will be self-contained for grades k-8 with the exception of Tier 3 students. Tier 3 students will continue to receive small group instruction. Students in content based grades will remain in their classes. It is our job to differentiate. Content teachers now cycle through their classes and teach additional lessons differentiated for each class. This tactic eliminates content struggles for non-subject based teachers. In addition, daily Math/ELA classes include small group differentiation to ensure that each student is gaining skills that he or she requires for success. Common core aligned curricula is used for RTI. The curricula used for the 2017-18 school year includes but is not limited to Go Math, Fountas and Pinnell Literacy, Edmentum- Exact Path, Engage NY, Reading A-Z and Moby Max.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

EastSide receives weekly monitoring of curriculum/instruction and data analysis. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of observation is also

completed on a weekly basis to hold the “academic bar”. Three times each year students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings will be completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, a, school culture and teacher observations/performance will be intensely focused on to determine next steps. Quality School Checks (QSC) will occur each trimester. Each QSC will target instruction, school climate and student progress towards goals. Each QSC will includes the Principal, Assistant Principal of Instruction and the Chief Academic Officer.

2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	2 Stars (50/200pts) Needs Improvement	
	School	State
ELA	30.33 %	50.00 %
Math	19.83 %	50.00 %

The table above lists the school’s available DSSF Growth ratings.

Respond to the following questions.

- a) Based on the school’s Growth ratings for all students over the course of the school year, discuss the school’s current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments

EastSide Charter School’s 2016-2017 school growth rating is “Needs Improvement”. Our focus last year was to achieve academic growth not only in grades 3-8, but also k-2. As our score indicates we must increase our growth even more to ensure students are meeting proficiency levels. We had 19 staff members resign or were terminated during the school year. Many of these losses were in critical areas. In addition a large percentage of our staff consisted of teachers with 0-2 years of experience who struggled with classroom management and differentiated instruction. New leadership and a lack of accountability also contributed to poor instruction. Leadership and the central office did offer supports, to both teachers and leaders, but due to the amount of unsustainable demands, the transformation of skills were not enough to significantly improve the school climate and instruction resulting in a lack of student performance. Lastly, the lack of student behavioral supports contributed to behavior management issues in the class which prevented significant student academic growth. After analyzing student data there are areas of growth that should be noted. The attached data in table 1 suggest that students in grades 3-8 that have remained at EastSide for three years have increased the number of students that have met their target goal by almost double in ELA. The issue EastSide is facing is that academic growth, even significant growth is not enough to translate into improved proficiency scores because our students are starting out so far behind grade level. In grades k-4 EastSide implemented a responsive literacy program which has made an impact on students reading on grade level in the first year. The table below displays independent reading

deficits and the literacy growth made in grades k-4. In addition, MAP data is attached which documents the student academic achievement percentiles in the subject areas math and literacy. A growth report from MAP is attached as well. The chart includes projected growth targets in Math and ELA and documents EastSide’s end of year progress towards reaching these goals. Please take notice that East Side achieved the growth target in 6 out of 8 grades in both ELA and Math.

Students reading on level Entering 2016-2017 School Year	Students reading on level Ending 2016-2017 School Year
Kindergarten: 0% and 0%	Kindergarten 51% reading on Level and 84% grew 1 or more levels.
Grade 1: 7% Reading on Level	Grade 1: 21% Reading on Level. 87%. Grew 1 or more levels.
Grade 2: 14% Reading on Level	Grade 2: 24% Reading on Level. 100% grew 1 or more levels.
Grade 3: 14% Reading on Level	Grade 3: 28% Reading on Level. 87% grew 1 or more levels.
Grade 4: 1% Reading on Level	Grade 4: 23% Reading on Level. 87% grew 1 or more levels.

b) Looking ahead, what are your expected outcomes for Growth for all students and what steps will you take to achieve them?

School Comments

EastSide’s expectations are for students in k-8 to achieve at minimum one year of academic growth for the 2017-18 school year. A minimum of 50% of students must meet their MAP and SBAC target growth goals set in accordance with the state rubric. A minimum of 50% of students in k-4 must meet their target Independent reading goal by the end of the year. Attached are the growth goals for each grade level. During the 2016-2017 EastSide had significant growth in K-2.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

School Comments

To ensure goals are met, each campus receives a weekly curriculum/instruction and data analysis meeting. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Norming of what we are looking for during observations is also completed on a weekly basis to hold the “academic bar”. Every 9-12 weeks students will complete progress monitoring assessments

such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings are completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, assessments and school climate are used for progress monitoring and determine academic next steps. Quality School Checks (QSC) will occur each trimester. Each QSC targets quality instruction, school climate and student progress towards goals. Each QSC includes the Principal, Assistant Principal and Chief Academic Officer.

2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (47/50pts) Exceeds	
	School	State
Attendance	94.91 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate ³	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

**The school did not service students in the grade levels assessed by this metric.

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

a) Based on the school's On Track to Graduation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

School Comments

We were pleased with the student attendance for the year. We have also made changes to our office staff to ensure that we are able to provide accurate data for the 2017-2018 school year.

b) Looking ahead, what are your expected outcomes for On Track to Graduation and what steps will you take to achieve them?

School Comments

We have hired a Director of College Then Career to assist our alumni so that they can graduate from college and receive support in their careers. We have made a public commitment to our children and know that by making their future a reality we will be able to better focus our current students. While

our LEA is not responsible for these outcomes for the state we are committed to strong outcomes for our scholars.

c) Describe how you will measure progress to determine whether you are on track to meet your expected On Track to Graduation outcomes.

School Comments

We are measuring the effectiveness of placing our current students into high performing high schools. Our next metric will be performance on SAT/ ACT. Finally we will be measuring college matriculation and graduation rates as well as career placement upon graduation.

2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	1 Stars (7/100pts) Far Below	
	School	State
Growth to Proficiency ELA	12.50 %	59.19 %
Growth to Proficiency Math	1.55 %	35.41 %
College & Career Preparation	n/a	49.64 %

The table above lists the school's available DSSF College and Career Preparation ratings.

Respond to the following questions.

a) Based on your College and Career Preparation ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments

As stated earlier the overall growth and proficiency of our scholars in the 2016-2017 school year was not up to standard. While we did see some growth it was not enough to make a true impact on the achievement gap. We did see higher growth within our younger grades as shown on the chart below. You can also see in the attached data in table 1 that students in grades 3-8 that have remained at EastSide for three years have increased the number of students that have met their target growth goal by almost double in ELA.

Students reading on level Entering 2016-2017 School Year	Students reading on level Ending 2016-2017 School Year
Kindergarten: 0% and 0%	Kindergarten 51% reading on Level and 84% grew 1 or more levels.
Grade 1: 7% Reading on Level	Grade 1: 21% Reading on Level. 87%. Grew 1 or more levels.
Grade 2: 14% Reading on Level	Grade 2: 24% Reading on Level. 100% grew 1 or more levels.
Grade 3: 14% Reading on Level	Grade 3: 28% Reading on Level. 87% grew 1 or more levels.
Grade 4: 1% Reading on Level	Grade 4: 23% Reading on Level. 87% grew 1 or more levels.

b) Looking ahead, what are your expected outcomes for College and Career Preparation and what steps will you take to achieve them?

School Comments

Our goal is for students in K-8 to achieve at minimum one year of academic growth for the 2017-18 school year. A minimum of 50% of students must meet their MAP and SBAC target growth goals set in accordance with the state rubric. A minimum of 50% of students in k-4 must meet their target Independent reading goal by the end of the year. Attached are the growth goals for each grade level. During the 2016-2017 EastSide had significant growth in K-2.

c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

School Comments

To ensure goals are met, each campus receives a weekly curriculum/instruction and data analysis meeting. The CAO and the API/Principal complete a walk thru together each week. Google Trackers created for observations and lesson plan submission are checked weekly. In addition, classroom academic weekly trackers are filled out daily to demonstrate progress of skill mastery during each week. Observation norming is also completed on a weekly basis to hold the "academic bar". Every 9-12 weeks students will complete progress monitoring assessments such as MAP, SBAC Interim Assessments and the Fountas and Pinnell Benchmark Assessment System. These tests will provide independent reading level and academic growth throughout the year. Biweekly Data Analysis meetings will be completed for core subject teachers and k-2 grade groups. Data from the areas of classwork, assessments and school climate is used for progress monitoring and to determine academic next steps. Quality School Checks (QSC) occur each trimester. Each QSC targets quality instruction, school climate and student progress towards goals. Each QSC evaluates the Principal, Assistant Principal and Chief Academic Officer.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

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

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?				
Essential Question indicator 1a. The mission of EastSide Charter School is to educate children in a safe, caring and nurturing environment so that they can excel academically and socially. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as individuals and every effort is made to accommodate each child's unique gifts and talents.				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will successfully complete a Vision Plan that focuses on their future goals and needs to meet that goal.	<p>Meets Standard:</p> <p>90% or more of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p> <p>Approaching Standard:</p> <p>51 – 90% of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p> <p>Far Below Standard:</p> <p>50% or less of the student body will have a Vision Plan meeting with the parent, teacher and student about their goals for the future as well as their academic and character progress towards those goals.</p>	Family attendance at Vision Plan Meetings	PDF Upload and entry into system by DOE.	1a1

a) Rate the school’s performance according to the criteria established by the school for its 2016-2017 mission specific goal(s).

School Comments

In the 16-17 school year we engaged with parents and conducted Vision Plan Conferences where we learned about students’ goals and also focused on their progress during this school year. 86% of our families came to discuss their child’s future goals and current grades. These meetings were instrumental in building relationships with parents. We were not successful in accomplishing our academic goals on SBAC. We have since made many corrections in the school which have included a leadership overhaul and a change in staffing at the school level.

1a.2: 100% of our students were scheduled into RTI classes during the 2016-2017 school year. Below is a breakdown of the student levels over the period one academic school year.

		Tier Level Distribution											
		Dec 1, 2016				March 1, 2017				June 10, 2017			
		Total Number of Students in Grade	% in Tier I	% in Tier II	% in Tier III	Total Number of Students in Grade	% in Tier I	% in Tier II	% in Tier III	Total Number of Students in Grade	% in Tier I	% in Tier II	% in Tier III
Reading	K	65	41.6%	33.8%	24.6%	65	41.6%	36.9%	21.5%	62	53.3%	30.6%	16.1%
	1	58	24.2%	51.7%	24.1%	58	35.9%	43.1%	21%	58	44.9%	37.9%	17.2%
	2	66	34.9%	33.3%	31.8%	66	40.9%	28.8%	30.3%	66	48.5%	25.75%	25.75%
	3	50	20%	48%	32%	47	29.7%	42.6%	27.7%	46	34.8%	41.3%	23.9%
	4	43	39.6%	39.5%	20.9%	43	48.8%	32.6%	18.6%	42	52.3%	31%	16.7%
	5	50	18%	50%	32%	50	28%	46%	26%	50	40%	40%	20%
	6	33	27.4%	36.3%	36.3%	32	34.4%	37.5%	28.1%	32	43.75%	31.25%	25%
	7	39	28.3%	38.4%	33.3%	39	36%	38.4%	25.6%	39	46.5%	36%	20.5%
	8	41	36.6%	31.7%	31.7%	39	43.7%	30.7%	25.6%	38	47.3%	31.6%	21.1%
Math	K	65	34%	43%	23%	65	36.9%	43.1%	20%	62	50%	35.5%	14.5%
	1	58	36.3%	41.3%	22.4%	58	46.6%	36.2%	17.2%	58	53.47%	31.03%	15.5%
	2	66	34.9%	34.8%	30.3%	66	42.5%	33.3%	24.2%	66	51.5%	28.8%	19.7%
	3	50	22%	48%	30%	47	23.4%	53.2%	23.4%	46	32.5%	47.9%	19.6%
	4	43	39.6%	37.2%	23.2%	43	41.7%	35%	23.3%	42	50%	28.6%	21.4%
	5	50	24%	56%	20%	50	28%	54%	18%	50	36%	46%	18%
	6	33	36.4%	48.4%	15.2%	32	43.5%	44%	12.5%	32	46.9%	37.5%	15.6%
	7	39	30.8%	48.7%	20.5%	39	38.5%	41%	20.5%	39	46.1%	38.5%	15.4%
	8	41	34.2%	31.7%	34.1%	39	38.4%	36%	25.6%	38	44.7%	31.6%	23.7%
	9												
	10												
11													

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

East Side Charter School

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	F	M	M	M	M	M	Approaching Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments

The school has met the standard the previous 4 years and feels confident that we will return to that rating in '17 – '18. The school fell short of one standard this year due to current Board members not meeting the financial training requirements. The new online training has already resolved some scheduling issues and all of our Board members will be compliant.

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

School Comments:

c) Address any measure where school did not meet standard or is approaching standard.

We have connected all new board members with the online financial training program to ensure that we meet standard for this current school year.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

There is one or more members of the school's Board and/or CBOC that did not obtain Fiscal Training within the allotted timeframe

School Response To Rating:

We have provided Board members with a list of trainings for the current school year. We have also rotated some board members off the board as they were not fulfilling their obligations. There were also members who have completed their trainings but did not give the certification to our offices. We are on track to meet the measure this year.

Performance Agreement

Organizational Performance Expectations

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

EastSide Charter School's overall organizational rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

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

School Comments

For the 2016-17 School year we were deemed meets standard in all Education Program sections of the Org Framework report. With regards to our own goals of moving students on the SBAC we fell well short of our goal. We have made changes throughout the entire school staff and leadership to address the shortfall. We have also worked to ensure that our students and parents are much more engaged with the academics this year. This has been done through working with families on school success as well as building families with regards to computer classes and computer donations as well as book bag drives and job fairs. We believe that being able to serve the entire family will have a positive impact on student success.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Aaron	Bass	7/2016	6/2019	Ex-officio	7/25/2017	
Cecil	Gordon	10/2017	9/2020	Member	10/17/2017	2/2015
Michael	Hare	10/2016	9/2019	Chair, Facility Committee	9/29/2014	9/2014
Thomas C.	Humphrey	10/2016	9/2019	Chair	11/21/2013	2/2015
Donna	Mitchell	10/2016	9/2019	Treasurer	11/19/2014	9/2014
John S.	Riley	10/2016	9/2019	Chair, Nominating Committee		9/2014
H.M. (Chip)	Sawyer	10/2015	9/2018	Member	1/25/2012	9/2014
Alexis	Simms	10/2017	9/2020	Parent Representative	9/15/2015	
Jocelyn	Stewart	10/2017	9/2020	Vice Chair	2/16/2011	9/2014
Charles	Tolliver	10/2016	9/2019	Secretary	11/19/2014	9/2014
Shaquona	Meyers	9/2017	8/2020	Teacher Representative		
James P.	Dalle Pазze		Resigned	Chair, Legal	7/1/2009	
Jeania	Watson		Resigned		9/29/2014	
James	Bonds		Resigned			
Michelle	Reardon		Resigned	Chair, Marketing Committee		
Paul	Harrell		Resigned		11/19/2014	
Andrea	Jackson		Resigned	Teacher Representative	7/25/2017	
Charles	McDowell		Term-limited	Chair	7/1/2007	

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments

See our most updated board list. You will also see documentation for James Bonds from 2016-17 as well as a complete list for this year. You will also notice the start dates on the chart below.

Certificates of board governance training attached

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within three ((3) months of subsequent appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Aaron	Bass			Head of School	7/25/2017
Charles	Madden				
Nick	Medaglio			Business Manager	11/21/2013
Ed	Reznick				2/15/2011
Alexis	Simms			Parent Representative	9/15/2015

School Comments

Mr. Medaglio is not a voting member of the committee, rather he presents the financial data to the committee for their review.

Please see updated table below

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Aaron	Bass	7/26/16	7/26/18	CEO	7/25/2017
Peter	Kennedy	7/26/16	7/24/18	Community Member	3/30/2017
Nick	Medaglio	N/A	N/A	Managing Director of Finance and Operations	11/21/2013
Ed	Reznick	7/27/15	10/27/17	Community Member	2/15/2011
Alexis	Simms	10/24/17	10/24/19	Parent Representative	9/15/2015

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
62.2	23	37

Review the table above with the school’s teacher retention trends and answer the following questions.

a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments

At EastSide Charter we work to ensure that we recruit and retain the best people for our children. To that end we monitor staff attrition monthly and discuss each departure within the leadership team. We also perform exit interviews with each departing staff member to make sure that we are able to inform the schools actions. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory performance. Before we get to that point we give feedback through our evaluation systems as well as in our weekly meetings.

In 2016-2017 school year we had a very high overall attrition rate. We have since taken steps to bring in a more experienced leadership team as well as survey staff throughout the year for job satisfaction. We have also shifted all of our PD calendars to reflect on the needs of staff throughout the year.

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

School Comments

This year we have received approval for the Leadership Excellence Framework in addition to our Teacher Excellence Framework. These evaluation tools allow us to focus on areas of development for each person. We have also created a PD Schedule that is responsive to the needs of staff based on observations and planning meetings. Each PD is accompanied by a survey to rate the effectiveness of the PD as well as solicit suggestions for future PD’s. In addition we collaborate with other schools to ensure that we are using the best practices for our staff.

Finally each teacher has a planning meeting and a data meeting to help guide their development. The planning meeting allows the teacher and their manager to focus on how to effectively plan for each class. The data meetings are where the manager and each teacher do progress monitoring of each class. These meetings allow us to give each teacher individualized attention in their instruction while simultaneously allowing leadership to assess trends in the building.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard

a) Describe the school’s Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments

b) Identify changes to Financial practices that the school has implemented to improve the school’s financial outcomes.

School Comments

Over the past year, the school has taken great strides to improve our payroll internal controls. FY17 was the first time in the past 4 years that the school received a “Strong Internal Controls” rating. The school continues to refine and expand our practices to ensure continued success.

c) Address any measure where school did not meet standard or is approaching standard

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2016-2017
M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY17 independent auditor's report expressed a modified opinion on the financial statements of the school.

School Response To Rating:

The opinion on our financial statements is modified only because we did not choose to incur the expense of an audit of our related foundation. If we had incurred that expense the consolidation of the Foundation's financials with those of the School would have only produced a more favorable report because the Foundation has substantial assets and no debt.

Performance Agreement

Financial Performance Expectations

EastSide Charter School's overall financial rating is Meets Standard. For each year going forward, our expectation is to continue achieving the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

School Comments

The school is pleased to have met standard under the expectations set forth in our performance agreement. The school continues to keep an eye on the future as the school leadership and Board continually analyze ways to appropriately spend funds for the benefit of our students as well as strategically plan how to improve our facilities.

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

School Comments:

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

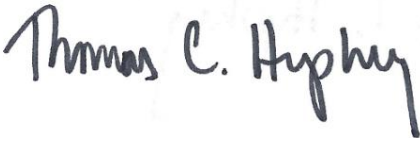
School Comments

The school has been approved to use the Leadership Effectiveness Framework for the evaluation of administrators. This alternative evaluation is an effective use of many different top leaders in evaluation frameworks. It also gives a well-rounded perspective to leaders about their effectiveness and impact on students learning. There is no data to share at this point as this is our first year for the new evaluation system.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	EastSide Charter School
Location:	3000 N Claymont St, Wilmington, DE 19802

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



Signature: Chairperson of Board of Directors (or designated signatory authority) 12/1/17 Date

Print/Type Name:	Thomas C. Humphrey
Title (if designated):	Chairman
Date of approval by board of directors:	12/1/2017

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

Addendum:

In January 2015, EastSide Charter School was asked to take responsibility for Family Foundations Academy (now Charter School of New Castle) to prevent it from losing its charter because of leadership malfeasance and lack of board oversight. In order for FFA to have its charter extended, the four officers of ESCS agreed to join the FFA board, all of the former FFA Board members resigned, the 4 ESCS Board members were elected as the 4 officers of FFA, the co-leaders of FFA were terminated, additional Board members were added to FFA so the ESCS Board members on the FFA board did not constitute a majority and ESCS and FFA entered into a consulting agreement whereby ESCS agreed to provide overall management of the academic, facilities and financial operations of FFA.

Under that Consulting Agreement, ESCS established a virtual “Central Office” consisting of the positions necessary to provide this overall leadership of both schools – now consisting of a CEO, a Chief Academic Officer, a Managing Director of Finance and Operations, a Director of Talent, a director of Marketing and Communications, a Director of College Then Career Services, a Director of IT and a School Psychologist. The Agreement contemplates that additional Central Office services may be provided if it can be demonstrated that they can be provided on a more efficient basis than if the School provided them on its own. All of these “Central Office” personnel remain employees of EastSide. CSNC pays ESCS its pro rata share of the cost of these employees based on the September 30 student count. The agreement has been reviewed carefully by the boards of both schools for fairness. The review by the CSNC Board is led by a special committee composed of persons not connected to ESCS and chaired by (former Vice Chancellor) Steve Lamb. Although the “Central Office” personnel are ESCS employees, after discussions with State accounting, the amounts CSNC pays ESCS are appropriately allocated to personnel costs rather than simply lumped as a consulting payment. The Agreement contains appropriate FERPA language and obligations.

The progress of the two school’s collaboration has led to additional steps being taken to facilitate the operations and promote success of the schools. A significant step was the renaming of FFA to Charter School of New Castle (approved by DOE through a minor modification) to eliminate the hangover of the bad public image resulting from the prior leaders’ malfeasance. At the same time the two schools decided to “brand” their collaborative effort under the name “Vision Academies”. That is, each school remains legally separate but joined in operation through common management, common goals and common vision for the future. For public image purposes we are now EastSide Charter, a Vision Academy, and Charter School of New Castle, a Vision Academy. For convenience of operation our boards hold

their monthly meetings jointly because much of the discussion is common to both schools but separate votes are taken on all separate corporate, including financial, matters and separate board minutes are maintained. The Central Office personnel report CSNC matters to the CSNC board members and they report ESCS matters to the ESCS Board members.

Vision Academies is not a legal entity; it is merely a “brand” that EastSide Charter and Charter School of New Castle have adopted as a marketing image to describe their partnership based on common goals for academic excellence and future vision including success in high school, college and the work force.