ACADEMY OF DOVER

ANNUAL REPORT

2018-2019

104 Saulsbury Road
Dover, DE 19904
Phone (302) 674-0684

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	Academy of Dover
Year School Opened	2003
Enrollment 2018-2019 [1]	272
Approved Enrollment	300
School Address	104 Saulsbury Road , Dover, DE 19904
District(s) of Residence	Capital School District
Website Address	http://www.aodcharter.org/
Name of School Leader	Michele Marinucci
School Leader Email and Phone Number	michele.marinucci@aod.k12.de.us (302) 674-0684
Name of Board President	Kimeu Boynton

Mission Statement: At the Academy of Dover Charter School each child is a valued and unique individual. The educational process is student centered and achieved by partnerships involving students, parents, and staff where each child embraces the love, joy, and value of education.
Our Beliefs-
• Each child can develop the confidence, skills and interests to become lifelong learners.
• Education is student centered and provides each child with the opportunity to maximize his/her potential by being provided with quality instruction.
• We provide a school that is positive, safe, purposeful, and productive.

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row ("# of Students on Waiting List") for 2018-2019. (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	
	2018-2019[1]
Total Enrollment	272
# of Students on Waiting List	
Gender	
% Male	49.26%
% Female	50.74%
Ethnicity/Race	
% African American	75.00%
% American Indian	
% Asian	
% Hispanic/Latino	12.87%
% White	8.82%
% Multiracial	2.21%
Special Populations	
%Special Education[2]	5.88%
% English Language Learners	11.40%
% Low-Income	62.87%

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 modification 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		
Cells highlighted in grey were grade levels not serviced by this school		
	2018-2019	
	Approved Enrollment	**30-Sep Enrollment Count**
K	60	47
Grade 1	55	60
Grade 2	50	34
Grade 3	50	44
Grade 4	45	44
Grade 5	40	43
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	300	272

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

1.5 Reenrollment:

Reenrollment Rate[2] 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		
	Academy of Dover	
	Number of Students Reenrolled Count	**Percentage of Students Reenrolled %**
K	1	
Grade 1	48	77.42%
Grade 2	26	78.79%
Grade 3	33	67.35%
Grade 4	38	84.44%
Grade 5	27	79.41%
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg.	173	77.58%

** 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.

The Academy of Dover monitors attendance daily through eSchool. Policies are in place to address excessive tardiness and absences. The Academy receives immediate notification of withdrawals and requests the reason for the withdrawal as well as a conference with the parents/guardians. Through this process initiated in fall 2019, we have been able to retain some students who were going to withdraw. Students who have withdrawn have done so due to family relocation, sibling's graduation

from the 5th grade, or transportation issues. Many families have indicated that they are seeking to continue their children's education within the charter school setting after the 5th grade, causing them to enroll their children in other charter schools that offer higher grades. We have ongoing recruitment efforts and have been engaging social media as well as direct word of mouth campaigns to continue spreading the word to all interested in hearing about our Amazing Academy.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework which are published annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	51.00	34% Approaching Expectations
Academic Progress	200.00	112.00	56% Approaching Expectations
School Quality/Student Success	50.00	45.00	90% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	33.00	66% Approaching Expectations
Overall	450.00	241.00	54% Approaching Expectations

a) Based on the table above discuss the school's:

- overall academic achievement results,
- major challenges,
- accomplishments over the course of the school year.

School Comments:

The proficiency scores had a slight decrease from the prior year. The Academy continues to work to increase the rigor and the curriculum across all grades, as well as to enhance the RTI process for Reading and Math. Weekly data reviews occur during the PLCs. Although many students are

making gains, it is not yet enough to put them at grade level. AOD is working to close this gap by continuing to implement a more rigorous RTI program for both Reading and Math. Moreover, for both core contents (math and reading), AOD is piloting and planning a full rollout of new curriculum. Engage New York and EL Education are new and expected to support an increase in student achievement. Professional development, teacher coaching, and DOE's CIP Mentoring program are also in place to meet teacher needs. The Academy has a weekly PLC that is focused on student data and curriculum and instruction practices. With the ongoing monitoring and focus on instruction and academic growth, we are confident that the academic success of our students will increase. The beginning of the year assessment data compared with the mid-Marking Period 2 data demonstrates growth in both math and reading for the vast majority of our students. It has also allowed us information to enable us to better target the individual needs of our students.

Performance Agreement

Academic Performance Expectations

Academy of Dover Charter School's 2018-2019 overall academic ratings are:

- Academic Achievement: Approaching Standard
- Growth: Approaching Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Approaching Standard

By September 2021, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. 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.

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

School Comments

The 2018-2019 school year was the second year of implementation for ESSA. Therefore, some of the categories listed above are not listed on the new ESSA report. Academic Achievement and Academic Progress (Growth) have remained at Approaching Expectations for these last year/s. The overall for 2018-2019 is Approaching Expectations. AOD has taken proper steps to help the students meet their proficiency goals, and to provide support for the teachers in order to help make this happen. AOD remains confident that we will obtain the Meets standard rating by 2021.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	49.6%		
Proficiency - Math	39.2%		

Respond to the following questions.

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

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

School Comments

The Academy continues to work to increase the rigor and the curriculum across all grades, as well as to enhance the RTI process for Reading and Math. Weekly data reviews occur during the PLCs. Although many students are making gains, it is not yet enough to put them at grade level. AOD is working to close this gap by continuing to implement a more rigorous RTI program for both Reading and Math. Moreover, for both core contents (math and reading), AOD is piloting and planning a full rollout of new curriculum. Engage New York and EL Education are new and expected to support an increase in student achievement. Professional development, teacher coaching, and DOE's CIP Mentoring program are also in place to meet teacher needs. The Academy has a weekly PLC that is focused on student data and curriculum and instruction practices. With the ongoing monitoring and focus on instruction and academic growth, we are confident that the academic success of our students will increase. The beginning of the year assessment data compared with the mid-Marking Period 2 data demonstrates growth in both math and reading for the vast majority of our students. It has also allowed us information to enable us to better target the individual needs of our students.

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

Teachers will continue to meet in PLC to regularly track data in order to establish the best instructional strategies to meet student needs. AOD will also continue to offer support to teachers and make changes to the instructional program where needed. Data such as RTI, formative and summative classroom assessments, and the SBAC will determine if AOD is on track to meet expected outcomes. The Academy Instructional Leadership Team will also work together to track data and reflect on efforts that have a direct link to the Success Plan.

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	60.22%	75.00	45.00
Growth - Math	51.72%	75.00	39.00
Growth of Highest Quartile - ELA	66.13%	12.50	8.00
Growth of Highest Quartile - Math	50.37%	12.50	6.00
Growth of Lowest Quartile - ELA	55.73%	12.50	7.00
Growth of Lowest Quartile - Math	52.25%	12.50	7.00

Respond to the following questions.

a) Based on the school's Academic Progress 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

Students in grades 4 and 5 take the SBAC each spring. DOE sets a specific growth target for each student based on their previous year SBAC results for reading and math. We are working with our educators to individualize and meet their instructional needs in reading and math on a regular and ongoing basis.

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

We expect that all of our students will make gains academically this year. We have multiple targeted efforts in place to achieve this goal. Our steps to this include our regular monitoring of data, weekly PLCs with ongoing data review, regular classroom instructional walkthroughs, ongoing professional development and coaching sessions with our educators, cross-observations so that our novice educators can observe our more seasoned educators and vice-versa. We have our students reviewing and discussing their individual growth on their reading and math and are empowering them with the strategies to achieve these goals and to love learning at the same time. In addition, we are focusing on continuing to push our students who are achieving at a higher level to grow even further through differentiated instruction and grouping.

School Comments

The Academy Instructional Leadership Team will continue to meet to review school wide data and make plans for closing the gaps. The team recognizes both are areas of strength and weaknesses, and spend a great deal of time focusing on how to make changes to positively affect those areas.

The action plan to achieve these outcomes includes, but is not limited to the following:
*Continue to implement effective instructional strategies in small group reading
*Progress monitor targeted students (weekly, bi-weekly or monthly) to use that data to drive instruction and inform RTI instruction and small group placements
*Teacher will use PLC time to reflect on instruction, analyze student data and determine instructional needs
*Anticipated 21st Century CCLC Grant (Afterschool math and ELA *literacy* support)
*Family engagement
*Teachers in grades 3-5 will explicitly work with students in preparation for the state assessments
*Instruction will continue to be provided by highly qualified teachers
*Utilize paraprofessional support for Math, ELA and Reading RTI
*Staff will participate in professional development
*Teachers will focus on the writing process across all content areas.

In addition to research based instruction and strategies, the action plan will also include increasing opportunities to create a safe, healthy, and nurturing environment for the whole child. One example of this effort will be to increase students social emotional learning and appropriate behavior through utilizing elements of Restorative Practice, students participating in the Academy Leaders including the Bow Tie Boys and Blue Ribbon Girls, PBIS, and our implementation of the Second Step Curriculum, as well as additional student-focused activities to continue to build upon their social-emotional and academic abilities. Next, increasing student attendance rates by daily attendance monitoring, parent communication (i.e. phone calls and letters). We anticipate an increase in student progress by enacting these measures.

Furthermore, continuing to foster parent involvement and engagement will be a vital piece to meeting our academic goals. Providing a variety of opportunities for our parents (An Evening at the Academy (formerly AOD night), AOD's Got Talent (formerly our spring AOD night), PTO, open house, parent conferences, PBS events, fundraisers, Special Education Parent Council, etc.) are expected to impact and improve student gains.

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

Using the Instructional Leadership Team, the school/teachers will track data using Star Renaissance for math and reading and formative/summative instructional assessment measures.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
On-Track Attendance	90.35%	50.00	45.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

Respond to the following questions.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

School Comments

The Academy of Dover monitors attendance daily through eSchool. Policies are put place to address excessive tardiness and absences in an ongoing effort to keep students in school.

b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

School Comments

Because of our school effort to keep students in school, AOD expects to continue meeting the attendance requirement. Protocols are in place for sending notices to families if their child has a certain amount of tardiness or absences. Once a student gets to 10 days unexcused absence, a referral is made to truancy court. Usually once a parent receives a warning letter, they change the pattern so that their child attends regularly and on time. However, there are occasions when we need to put a more formal process in place.

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments

The school will continue to track student attendance. Each marking period the school runs a report to see which students are at the point to receive warning letters or attendance hearings. AOD has met this attendance goal for the last several years, and plans to continue monitoring attendance daily and taking the proper procedures to ensure that the students are compliant.

2.5 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student "Progress toward English language proficiency (ELP)" This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. Therefore, a PL of 5.0 is considered a student's Attainment Target (AT).

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency	65.04%	50.00	33.00

Respond to the following questions.

a) Based on your Progress toward English language proficiency (ELP) 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

AOD has received a Meets Expectation for English Language Proficiency (ELP). The Academy has seen an increase in the ELL population over the past several years. During the 2016-17 SY, there were approximately 11 ELL students, that number tripled during the 2017-18. Since then, The Academy has seen another significant increase of ELL students; our current enrollment show 26 ELL students. AOD contracts with an ELL teacher who works with students each week – in small group. She provides screening to new students entering AOD who have a home language survey that reflects another language spoken in the home. The ELL teacher also administers the ACCESS each Spring. Based on results gathered, AOD is proud of our efforts and accomplishments and the value that our ELL program provides to our students and families.

b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments

AOD will continue working towards meeting this expectation. If our numbers continue to increase, we may need to consider additional staff in order to support and provide ELL services.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments

Progress will continue to be measured by the ACCESS test given to students each Spring. The ELL teacher keeps track of the data and works with the students on needed areas/skills.

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?

MEETS STANDARD: (WHAT IS THE MISSION SPECIFIC GOAL?)
One part of AOD's mission is to provide a school that is positive, safe, purposeful, and productive. Therefore, AOD will work to decrease the number of discipline referrals for 2017-18 by 25% when compared to the referral data from the 2016-17 school year.

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable

Staff

Measure School Climate	Definition of Rating AOD is working to expand its activities and initiatives for the Positive Behavior Support Program in order to provide a more safe and secure school environment. AOD is beginning the process of working towards "Star School" status through PBS.	Data Source PBS/Referral data	Data Collection Process	Measure
	Meets Standard: AOD will decrease the number of discipline referrals by 25% or greater when comparing data from 2017-18 to 2018-19. The Academy had a total of 90 referrals during the 17/18 school year (decreased from 130 referrals in 16/17). During the 2018/2019 school year, there were 29 discipline incidents as obtained by the Edinsight Dashboard report.	Data charts are attached to show the total number of referrals from the two years. 2017= 130 referrals 2018= 90 referrals 2019=29 referrals	PDF Upload and entry into system by DOE.	1a1

District / School Name	Total	KG	01	02	03	04	05
	Total	29	5	4	1	6	5
	Academy of Dover Charter School	29	5	4	1	6	5
	0-1 incidents	17	2	2		4	5
	2-5 incidents	10	2	1	1	2	
	6+ incidents	2	1	1			
	Academy of Dover Charter School	29	5	4	1	6	5
	0-1 incidents	17	2	2		4	5
	2-5 incidents	10	2	1	1	2	
	6+ incidents	2	1	1			

Approaching Standard: AOD will decrease the number of discipline referrals by 19% to 24% when comparing data from 2016-17 to 2017-18.
Far Below Standard: AOD will decrease the number of discipline referrals by less than 18% when comparing data from 2016-17 to 2017-18.

a) Rate the school's performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

School Comments
The Academy did meet the mission of decreasing the number of discipline referrals by reducing the number of referrals as obtained by the EdInsight Dashboard report. This is a significant decrease in the number of referrals.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

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

Academy of Dover

	Education Program				Governance & Reporting			Students &Staff			
	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	Facilities, Transportation, Health & Safety	
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2018-2019	M	M	M	M	M	M	M	M	AS	M	Meets 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:

With the exception of one criteria, AOD received a Meets Standards in all areas of the Organizational Framework.

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

School Comments:

The Academy has made changes and corrections in order to maintain the organizational progress areas that have achieved the ratings of "Meets Standard", and took corrective measures to meet annual progress. The current administration has a commitment to only hiring fully credentialed teachers. For the last several years AOD has received a Meets Standard in all areas of the Organizational Framework. The Head of School works with the Board to ensure that all Board members and CBOC members are properly trained by DOE and works diligently to ensure that all

deadlines are adhered to and reports are submitted on time. The school webpage remain up to date and the school receives a Meets Standard each month for the webpage monitoring by DOE. The school continues to provide a safe and nurturing environment and remains compliant in the Omnibus School Safety Act.

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

N/A

3. STUDENTS AND STAFF

Measure 3b.

Is the school following requirements on staff certification and hiring?

School Response To Rating:

The current administration has taken corrective measures to ensure a "Meets Standard" rating is achieved in all criteria. AOD has 100% fully credentialed teaching staff.

Performance Agreement

Organizational Performance Expectations

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

Academy of Dover Charter School's 2017-18 overall organizational rating is Meets Standard. By September 2021, our expectation is to achieve 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 organizational performance based on its approved Performance Agreement (see above).

School Comments:

For the last several years AOD has received a Meets Standard on all measures in the Organizational Framework. The Head of School works diligently to ensure that the school meets the criteria established in this agreement, and will continue to work hard to ensure that The Academy remains at that rating.

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	Role/Title	Financial Training Date
Kimeu	Boynton	President	3/19/2014
Beverly	Davis	Treasurer	9/15/2015
Charles	Fletcher	Member	9/15/2015
Esosa	Iriowen	Parent Representative	10/31/2019
Nancy	Wagner	Vice President	9/15/2015
James	Thomas	Treasurer	9/15/2015
Teresa	Tridente	Teacher Representative	
Phyllis	Robinson	Member	10/24/2017
Candace	Holmes	Member	

*Please list only the most recent training date.

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

School Comments:

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 the allotted timeframe of his/her 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	Role/Title	Financial Training Date
W. James	Thomas	Treasurer	
Bill	Bentz	Financial Manager	1/11/2011
Lauren	Comegys		12/18/2017
Kimeu	Boynton		3/19/2014
Richard	Riggs	DOE Representative	11/30/2015

School Comments:

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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
72	13	18

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:

The Academy continued to struggle with teacher retention and the Head of School and Board took action in December 2019 by implementing a salary adjustment for current staff and future staff that is more incentivizing to attract and retain high quality educators.

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

School Comments:

Each year teachers are given a survey to identify their areas of need. This information is used to drive professional development the following year. The administration schedules PD around the teachers' needs expressed in the survey, and PD that will help teachers in the classroom based on teacher observations. Administration participate in all PD opportunities provided to school staff. During each of the weekly PLCs, the staff are asked to share any of their current needs, which are immediately addressed if possible.

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	
2018-2019	F	AS	AS	M	F	F	F	N/R	M	Falls Far Below 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:

While we are very aware and acknowledge that the most recent audit, completed June 30, 2019, shows some concerning results in the Financial Performance Framework, we also know that we are making the right changes over the past few months and that the charter modification will be significant in our future financial viability. One factor that has had a longstanding and major effect on a number of the financial frameworks for the Academy is the Mosiaca Settlement. This debt has been paid in full as of from the local reserves, and will also have a significant impact on the local funds.

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

School Comments:

The budget is being strictly adhered to and regularly monitored. Once change that has occurred is that the Head of School is the person managing the finances.

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

1. NEAR TERM INDICATORS

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2018-2019
0.79

The current ratio measures a school's ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school's current assets exceed its current liabilities.

School Response To Rating:

The Current assets to liabilities ratio result is .79, which is far below the standard. Part of this is due to the Academy being housed in a rented facility. We are actively engaged in many recruitment strategies in order to increase the enrollment of our students, thus positively impacting our cash flow.

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2018-2019
27

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

School Response To Rating:

The cash flow for the three-year period has been negative, resulting in a metric rating of far below standard. Since the audit report, there have been concerted efforts with the budget to fix this concern and meet this standard. The July 31, 2019 board approved budget shows a reserve amount of $67,320.01, while the October 31, 2019 board approved budget now has increased the contingency reserve to $258,056.18 with an additional $33,883.16 in additional unallocated funds. While this is not where it needs to be, it is significantly higher than it was in a short amount of time and trending in the right direction. This remains a focus of the Academy. The charter modification agreement will significantly impact this and will further enable the Academy to meet the standard of having a positive cash flow each year.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2018-2019
91%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

The Enrollment Variance result as of June 30, 2019 is 90% and approaching the standard. Since June 30, 2019, a myriad of enrollment and recruitment methods have been employed that have demonstrated an increase in enrollment and an upward trend.

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2018-2019
1 YR: -0.61%
3 YR: -2.36%

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

While we are very aware and acknowledge that the most recent audit, completed June 30, 2019, shows some concerning results in the Financial Performance Framework, we also know that we are making the right changes over the past few months and that the charter modification will be significant in our future financial viability. One factor that has had a longstanding and major effect on a number of the financial frameworks for the Academy is the Mosiaca Settlement. This debt has been paid in full as of from the local reserves, and will also have a significant impact on the local funds.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2018-2019
1.06

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:

Since the building the Academy is located within is leased, the assets that are "owned" are limited, resulting in a greater challenge with the meeting of this standard.

Measure 2c. Cash Flow

2018-2019
1 YR: $-12912
3 YR: $-17850

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

The cash flow for the three-year period has been negative, resulting in a metric rating of far below standard. Since the audit report, there have been concerted efforts with the budget to fix this concern and meet this standard. The July 31, 2019 board approved budget shows a reserve amount of $67,320.01, while the October 31, 2019 board approved budget now has increased the contingency reserve to $258,056.18 with an additional $33,883.16 in additional unallocated funds. While this is not where it needs to be, it is significantly higher than it was in a short amount of time and trending in the right direction. This remains a focus of the Academy. The charter modification agreement will significantly impact this and will further enable the Academy to meet the standard of having a positive cash flow each year.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2018-2019
M

This measures 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:

School Response To Rating:

The Academy continues to ensure the timeliness of reporting, the continuation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System. The Head of School as well as the new Financial Secretary have undergone the appropriate training in order to manage the finances within the Academy, rather than have the work done by a contractor. This will also better enable management of the finances.

Performance Agreement

Financial Performance Expectations

Academy of Dover Charter School's 2015-16 overall financial rating is Meets Standard. By September 2021, our expectation is to achieve 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:

While we are very aware and acknowledge that the most recent audit, completed June 30, 2019, shows some concerning results in the Financial Performance Framework, we also know that we are making the right changes over the past few months and that the charter modification will be significant in our future financial viability. One factor that has had a longstanding and major effect on a number of the financial frameworks for the Academy is the Mosiaca Settlement. This debt has been paid in full as of from the local reserves, and will also have a significant impact on the local funds. We have also made direct and concerted efforts to increase our cash flow through both better budgeting as well as increased recruiting efforts.

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 Academy has a great process for Response to Intervention (RTI) that proves to be effective. Currently, The Academy uses Star Renaissance for reading RTI and Math. Our schedule allows a 30 minute block for both reading and math RTI during the day in addition to 90 minutes of dedicated time for ELA and 60 minutes for Math. This allows Academy students to spend about 3 hours per day in small group with the classroom teacher, para, and if needed, the reading and math interventionists. Progress monitoring is done throughout the year. Students also complete other benchmark testing weekly or bi-weekly depending on their tier. Also, students in math practice on IXL daily for the additional on grade level math practice. The interventionists meet with classroom teachers and observe RTI times to ensure that our program is being implemented with fidelity. Staff continue to monitor and analyze data in order to make changes that will enhance the practices in place.

There are a number of positive behavior incentives in place to continue to build a culture of caring amongst our students, including the Academy of Leaders, which is demonstrated by our "bow tie boys" and "blue ribbon girls". Some of these students were on a more negative trajectory, and with positive reinforcement and recognition, have turned around and become Academy leaders.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Academy of Dover
Location:	

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) Date

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

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.