

ACADEMY OF DOVER

ANNUAL REPORT

2017-2018



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 2017-2018 ¹	270
Approved Enrollment	287
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	Cheri Marshall
School Leader Email and Phone Number	cheri.marshall@aod.k12.de.us (302) 674-0684
Name of Board President	Kimeu Boynton
<p>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.</p> <p>Our Beliefs-</p> <ul style="list-style-type: none"> • 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 2017-2018. (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	
	2017-2018 ¹
Total Enrollment	270
# of Students on Waiting List	
Gender	
% Male	44.07%
% Female	55.93%
Ethnicity/Race	
% African American	72.96%
% American Indian	
% Asian	
% Hispanic/Latino	13.33%
% White	10.00%
% Multiracial	2.96%
Special Populations	
%Special Education ²	7.41%
% English Language Learners	11.48%
% Low-Income	69.63%

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
--	--	--

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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2017-2018	
	Approved Enrollment	30-Sep Enrollment Count
K	60	62
Grade 1	50	33
Grade 2	50	49
Grade 3	45	45
Grade 4	45	34
Grade 5	37	47
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	287	270

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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Academy of Dover		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	22	56.41%
Grade 2	37	78.72%
Grade 3	34	72.34%
Grade 4	22	56.41%
Grade 5	36	85.71%
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	152	71.03%

** 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.

Academy of Dover monitors attendance daily through E-School. Policies are put in place to address excessive tardiness and absences. AOD receives immediate notice of student withdrawals and requests the reason for withdrawal on our student withdrawal form. AOD students typically leave due to family re-location, siblings graduating the 5th grade, or transportation issues. Our retention

rates are higher among the 4th graders entering 5th grade. Feedback from families indicates that they are looking for alternative placements outside of their home district. Another reason for families leaving is that they get accepted into other charter schools in the area that go from KN to 8th grade. This ensures that the students can remain at one school for a longer period of time. AOD has discussed possibilities of expanding to middle school, however our building is maximized, as far as space.

Recruitment committees work within the community to recruit more students for the following school year. With the help of the committee, more students were enrolled for the 2017-18 school year.

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 that were publishing 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	68.00	45% Approaching Expectations
Academic Progress	200.00	120.00	60% Approaching Expectations
School Quality/Student Success	50.00	47.00	94% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	38.00	76% Meets Expectations
Overall	450.00	273.00	61% Approaching Expectations

- 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.

AOD went up in proficiency scores during the 2015-16 and 2016-17 school years. However, in 2017-18 there was a decrease in the area of Math overall. For ELA, grades 3 and 5 went up from the previous year, with grade 5 exceeding the state average. However, grade 4 showed a decrease in both ELA and Math. Although AOD has the rating of Approaching Expectations, there is still concern

as to what led to the decrease in proficiency. While tracking data for a specific group of students, there was an increase in proficiency from grade 3 in 2017 to those same students in grade 4 during the 2018 school year. These students were also very low in RTI during their 2nd grade year and have shown a consistent pattern with being below grade level for the last few years. While those students are making gains, it is not enough to put them at grade level. AOD is working to close this gap by implementing a more rigorous RTI program for both Reading and Math. There has also been an increase in professional development for differentiating instruction. Teachers began taking a deeper look at their student data during PLC's and making plans to help their student's master specific skills. Also, the Enrichment program has increased in participation to about 80% of our 3rd through 5th graders. There are small accomplishments overall with students increasing in scores, however, AOD will continue to work to close the gaps and help our students get closer to meeting their growth targets each year.

Performance Agreement

Academic Performance Expectations

Academy of Dover Charter School's 2015-16 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).

The 2017-18 school year was the first 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 the last 2 years. The ESSA report reflects School Quality which reflects an Exceeds rating and ELL proficiency shows a Meets rating. The overall for 2017-18 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 is still confident that we will get to the Meets standard by 2021.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	50.79%	75.00	38.00
Proficiency Math (Grades 3-8)	39.63%	75.00	30.00

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.

Based on the proficiency data for both ELA and Math, AOD had a decline overall from the previous year. ELA went from 61% proficient to 51% and Math went from 56% to 40% proficient. However, when looking at disaggregated data, 3rd grade went up 5% in ELA and Math. 5th grade stayed above the state average with a 66% in ELA. There was a drop in our Special Education population overall. One factor was that there was a new Special Ed team during the 2017-18 school year. A lot of efforts were spent making sure the department was in compliance. There was a lack of training in SBAC for the special education team consisting of a full time teacher and a part time paraprofessional. One continuing area of focus is the amount of time that the special education team administers the SBAC to our Special Education students. Due to the amount of Special Ed students needing testing with accommodations, it was hard for the special education teachers to continue working with other students during the testing window. This left more strain on the classroom teachers that are dual certified, to ensure that those students were receiving the proper amount of accommodations and services. AOD feels that this had a negative impact on the scores. The School Success Team is working to come up with a better solution for this problem.

Grade 4 proficiency scores decreased in both ELA and Math during the 2017-18 school year as compared to the two years prior. This group of students have had a pattern of staying under grade level as proven by their 2nd grade RTI data, and their 3rd and 4th grade SBAC proficiency data. The end of year DIBELS data showed that in 4th grade, 51% of students were at Benchmark for reading and 54% for SMI math. This was the lowest percentage school wide. (Appendix 1: RTI data chart). While a majority of those students remain under grade level, they are showing individual growth consistently each year.

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

Knowing that the decrease in Special Education was a huge concern, AOD has hired another full time Special Education teacher and contracted with an experienced Education Diagnostician. Those staff members attend DOE's Special Education trainings and meet with the DOE Special Resources team to get further support as needed. They also work closely with the Education Diagnostician and attend PLC's within the building with the general education teachers to keep informed of practices within the classroom.

There has been some reorganization within our testing grades (3rd-5th) where teachers have been moved around in hopes to help close those gaps. AOD will continue to work with teachers to ensure that RTI is being implemented with fidelity as well as providing support for small group differentiated instruction. AOD is also turning the focus on more writing so that students are better prepared to answer and write constructive responses that meet grade level standard. AOD will continue to implement the Enrichment afterschool program in the Spring. There has been an increase in students participating over the last two years. AOD will continue to work on meeting this standard and increasing our proficiency scores each year.

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 track data regularly. This will drive their instruction in the classroom. AOD will also continue to offer support to teachers and make changes to the instructional program where needed. Data such as RTI, informal classroom assessments, and the SBAC will determine if AOD is on track to meeting the expected outcomes. The School Success Team will work to track this data to work towards meeting the goals as reflected on the Success Plan.

2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	68.23%	75.00	51.00
Growth - Math (grades 4-8)	50.93%	75.00	38.00
Growth of Highest Quartile - ELA(grades 4-8)	60.95%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	72.82%	12.50	9.00
Growth of Lowest Quartile - ELA(grades 4-8)	82.17%	12.50	10.00
Growth of Lowest Quartile - Math(grades 4-8)	33.88%	12.50	4.00

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.)

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. Where our proficiency rates went down overall in 4th grade, our 5th grade increased in ELA but decreased in Math. In comparison to the state, AOD's growth in ELA was slightly higher than the state but lower than the state in Math. This is consistent with our decrease in math proficiency overall for the 2017-18 school year. In looking at disaggregated data, students are making growth, but not all students are making the amount of growth needed to meet their targets. AOD is looking at how to close these gaps, especially among our lowest quantile including our special education students. The School Success Team met to determine underlying root causes and to develop plans to help close these gaps. Some of the reasons for this gap are 1) AOD had a new special education team, including case manager, teachers, and a para during the 2017-18 school year. We also had more special education students enrolled during the 2017-18 school year than we did in the year prior. 2) A majority of students in grade 4 during the 17-18 school year have been performing below grade level in reading and math as demonstrated in RTI data from their previous grades, as well as SBAC data from 3rd grade. 3) A majority (4/6) of the 3rd-5th grade teachers were in their first three years of teaching. These teachers needed a lot of support and mentoring throughout the school year. Through observations,

mentoring program, PLC, professional development, etc. teachers are provided with a lot of support throughout the school year.

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

The School Success Team will continue to meet to look over school wide data and make plans for closing the gaps. Some changes that have occurred for the current school year are 1) reorganization among teachers in grades 3-5 so that there are more experienced teachers in those grades. 2) Teachers work in PLC to dive into their student data and determine methods to help focus on weaker areas in small group. Students spend about 3 hours per day in small groups through reading, math, and RTI. The reading and math interventionists also participate in these PLC's each quarter to not only look at RTI data but to help teachers strategize and come up with alternative plans for their tier 2 and 3 students to help them make gains within RTI. 3) When looking at SBAC data from 2017-18, teachers noticed that writing was a weak area school wide. For the 2018-19 school year, a writing program has been purchased and teachers are focusing a lot on writing across the subjects. This is a big topic in PLC as well. 4) AOD will continue to hold the Enrichment after school program in the Spring. This program runs for about 8 weeks and is organized and planned by the 3rd-5th grade teachers and administrators. The program has increased in participation over the last 2 years and the school expects the program to continue growing. 5) Staff will continue to participate in a number of professional development opportunities throughout the school year. 6) The Instructional Support Team or IST, will continue to meet to monitor RTI data and to make adjustments in the curriculum to help those not making gains in RTI. This team consists of the teachers, special education staff, interventionists, and administrators.

AOD staff recognizes the weak areas and spends a great deal of time focusing on how to make changes to positively affect those areas.

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 School Success Team the school will track data using SMI and DIBELS. Teachers will also track their student data in PLC for any formative assessments done in class. This will help the team determine if the school is on the right track to meeting their expected progress.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism	93.65%	50.00	47.00
Proficiency - Science(grades 5 and 8)		n/a	n/a
Proficiency - Social Studies(grades 4 and 7)		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.

Academy of Dover monitors attendance daily through E-School. Policies are put in place to address excessive tardiness and absences in an ongoing effort to keep the students in school. During the 2017-18 school year, there were a couple truancy issues which resulted in taking the families to truancy court. We saw a slight decrease in 2017-18 than we did the previous year due to these truancy issues. One family (2 students) stopped coming to school in January last year and was marked absent through June. This had a huge impact in our attendance rate. Those students have since moved to another state.

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

Because of the school's efforts 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 gets to school on time each day. However, there are times that this does not work and the school has to take further steps.

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

The school will continue to track student attendance. Each marking period the school runs a report to see which students are at the mark 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 attend school.

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	76.95%	50.00	38.00

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.

AOD received a Meets Expectation for English language proficiency (ELP). The school has seen an increase in the ELL population over the last 3 years. During the 16-17 school year, there were about 11 students in ELL, that number tripled during the 2017-18 school year. 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 the above results, AOD is proud of this accomplishment 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?

AOD will continue working towards meeting this expectation. If our numbers continue to increase, we may need to look at adding an additional staff member to provide support to those ELL students. The program seems to be effective and we will continue to make sure we are meeting the needs of our ELL population.

- 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.

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 the areas that each student is lacking in.

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?

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	Definition of Rating	Data Source	Data Collection Process	Measure
School Climate	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.	PBS/Referral data	PDF Upload and entry into system by DOE	1a1
	Meets Standard: AOD will decrease the number of discipline referrals by 35% or greater when comparing data from 2015-16 to 2016-17.			
	Approaching Standard: AOD will decrease the number of discipline referrals by 25% to 34% when comparing data from 2015-16 to 2016-17.			
	Far Below Standard: AOD will decrease the number of discipline referrals by less than 25% when comparing data from 2015-16 to 2016-17.			

a) Rate the school's performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

The above mission specific goals are from the previous year (2016-17). The 2017-18 goals are attached. The goal was to decrease the number of discipline referrals by 25% or greater when comparing data from 2016-17 school year to 2017-18 school year. AOD had a decrease of 31% in referrals during the 2017-18 school year, which Meets Standard. Data charts are attached to reflect the discipline data. This data was provided to DOE. In FY 2017 there were 130 referrals, which decreased from 235 referrals the previous year. In FY 2018 there were a total of 90 referrals which was a 31% decrease. AOD is on a 3 year trend with meeting this goal.

b) Provide as **Appendix 2** 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

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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2017-2018	M	M	M	M	M	M	M	M	M	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.)

AOD received a Meets Standard 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.

For the last three 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 remains 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.

N/A

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

Performance Agreement

Organizational Performance Expectations

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

Academy of Dover Charter School's 2015-16 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).

For the last three years AOD has received a Meets Standard on all measures in the Org. 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 school remains at that same rating for years to come.

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
Amander	Lee	Parent Representative	10/31/2017
John	Leone	Member	9/15/2015
Tracy	McCarthy	Teacher Representative	2/2/2017
Phyllis	Robinson	Member	10/24/2017
Nancy	Wagner	Vice President	9/15/2015

*Please list only the most recent training date.

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

At the end of the 2017-18 school year, AOD's board gained a new Treasurer and a new Parent Representative. The members listed above were active for the 2017-18 school year. Each of the board members have been trained in the Finance training, and in August 2018, the Board and Head of School attended the DANA training for Board Governance. (Appendix 3: Certificates of the current members trained).

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
Kim	Aigle	Community Member	2/2/2017
Bill	Bentz	Financial Manager	1/11/2011
Lauren	Comegys	Teacher Rep	12/18/2017
Jean	Blacklidge	Resigned	
Beverly	Davis	Treasurer	9/15/2015
Richard	Riggs	DOE Representative	11/30/2015
Patricia	Scheers	Resigned	10/12/2017

At the end of the 2017-18 school year, AOD's Treasurer, teacher representative and community member all resigned. The school fulfilled the Treasurer and teacher representative vacancies. There was also a new Parent Representative added. Currently all CBOC members are trained by DOE in finance. AOD is currently looking for a new community member to add to the committee, and as of Jan 2019 will be looking for a new Parent Rep as well.

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

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
68.7%	11	16

*** To be completed by the school**

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.

AOD recruits and hires highly qualified teachers. One way we work to retain teachers is by offering a bonus pay based on job performance. AOD uses specific criteria to determine which teachers would qualify for the incentive. Also, they receive a retention bonus for returning each year. The longer the teacher has been at AOD the higher the bonus, up to \$1,000. A majority of the teachers leave because of salary. AOD does not have a pay scale that is competitive with districts, since charters do not get the same funding that districts receive. Many teachers stay for the first couple years of teaching to get experience and then leave in search of a higher salary for their experience and degree level.

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

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.

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	
2017-2018	F	M	AS	M	AS	AS	F	N/R	M	Approaching 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.)

AOD has met standard in only 2 of the 8 measures. There have been improvements in 1b and 2b where we have gone up in those areas over the last two years. However, in 1a there was a decrease in rating and all other areas have remained the same from fiscal years 2017 to 2018. We have outlined more specific information for each metric in the sections below.

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

Since our revenue is directly related to our student enrollment, we are attempting to reach our authorized enrollment figures of 287 students. We are also attempting to control our expenses, since there has not been any measureable increase in revenue from our major revenue sources which are the State of Delaware and the local school districts.

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

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2017-2018
0.81

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:

AOD's current assets were \$282,791 and the current liabilities were \$349,340 for the 2018 fiscal year, which resulted in a ratio of 0.81. The total liabilities of \$349,340 includes a note payable of \$50,000 which has been paid in full effective July 1, 2018. This would improve our ratio from .81 to .94, which is an improvement over our .91 from fiscal year 2017 and is within .06 of meeting the standard.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018
94%

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:

AOD's authorized enrollment was 287 pupils with an actual Sept. 30th enrollment of 270, which results in a ratio of 94%. The standard is 95% for this framework. The Sept. 30, 2016 actual student enrollment was 247 pupils, so there was a large increase in enrollment during the fiscal year 2018. Our actual enrollment for Sept. 30, 2018 increased to 272 students which meets the standard of 95% for the current school year.

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2017-2018
1 YR: 0.04%
3 YR: -0.38%

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:

Our total margin framework was affected by two major items. 1) A \$50,000 payment was made on our note payable. 2) The \$40,662 reduction in the Division II revenue from the State of Delaware. The note will be paid in full during the fiscal year 2019. The total margin would improve without these two items.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2017-2018
1

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:

AOD's total liabilities were \$349,340 which included a \$50,000 note payable. This \$50,000 note was paid in full effective July 1, 2018, immediately after the close of the 2018 fiscal year. Since the \$50,000 note has been paid in full, the total calculation would be reduced to \$299,340. Using the revised total liabilities figure of \$299,340 divided by the total assets of \$348,268, our revised ratio would be .86 which meets the standard.

Measure 2c. Cash Flow

2017-2018
1 YR: \$-4938
3 YR: \$-218577

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:

AOD's cash flow as of June 30, 2017 was \$259,591 and \$254,653 as of June 30, 2018 which represents a decrease of \$4,938 during the 2018 fiscal year. The State of Delaware reduced our Division II funding in the amount of \$40,662 during the fiscal year. Our cash flow would have been greater than zero if this reduction had not occurred.

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.

AOD's overall rating was Approaching Standard and we will continue our efforts to meet standard in every financial area in the future.

Our gradual increase in student enrollment each year as well as the payment in full of our note payable in FY 2019 will have a positive effect on our financial performance. We are also attempting to control our expenses with major vendors. We negotiated a freeze in our bus contract for a two year period.

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

There was only one prior year finding and this finding was resolved.

V. INNOVATION

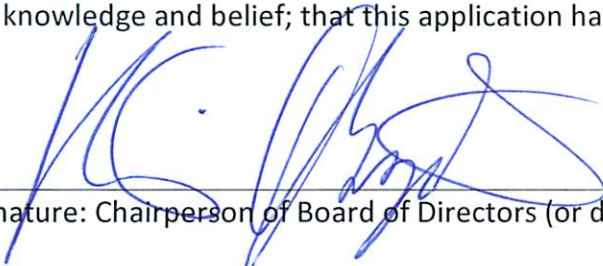
Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

AOD has a great process for Response to Intervention (RTI) that proves to be effective. Currently AOD uses DIBELS for reading RTI and Math Inventory for math RTI. Our schedule allows a 30 minute block for both reading and math RTI during the day in addition to the regular ELA and Math blocks. This allows AOD students to spend about 3 hours per day in small group with the classroom teacher, para, and if needed, the reading and math interventionists. Students are tested 3 times per year in DIBELS and 4 times per year in MI. They also get benchmark testing done in DIBELS either weekly or bi-weekly depending on their tier. Also, students in math practice on IXL daily for the additional math practice at their grade level. 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.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Academy of Dover Charter School
Location:	104 Saulsbury Rd. Dover DE 19904

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)

11/29/18
 Date

Print/Type Name:	Mr. Kimeu Boynton
Title (if designated):	Board President
Date of approval by board of directors:	November 29, 2018

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.