

# Delaware Department of Education

## 2014 Application to MODIFY an Approved Charter Rubric

### RUBRIC

School Name: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Reviewer: \_\_\_\_\_

The review process for the Charter School Application to Modify and Approved Charter identifies two main standards for evaluation: Meets the Standard or Does Not Meet the Standard. Within each standard are guidelines that provide additional criteria for evaluation. Additional space is provided to identify strengths, make comments or identify questions and concerns. Rate each section as follows:

Overall Rating of the renewal application:	Rating
<b>Section I: Introduction – Type of Modification</b>	
<b>Section II: Modification Process</b>	
<b>Section III: Application Content and Format</b>	
<b>Section IV: Charter School Modification Application Questions</b>	
Core (Section A)	
Section B	
Section C	
Section D	
Section E	
Section F	
Section G	
Section H	

**Meets the Standard:** The charter school provides clear and convincing evidence that the proposed modification(s) will enhance their program's success and viability. The responses demonstrate thorough preparation, present a clear picture of how the school is currently operating, and address the topic with specific and accurate information.

**Does Not Meet the Standard:** Concrete and convincing evidence demonstrating that the proposed modification(s) will enhance the school's success is lacking or inconsistent. The responses address most of the criteria, but lack meaningful detail and require important additional information.

## SECTION II: Type of Modification and Modification Process

**Check the appropriate boxes below to identify the requested modifications and determine jurisdiction for review.**

- If only Minor Modifications are requested the Charter School Office will review and assess. The Secretary may refer a minor modification request to the Charter School Accountability Committee (CSAC) for review if such review would be helpful in he/her consideration of the application.
- All Major Modifications require CSAC review.

<b>Minor Modification (Section A Only)</b>		<b>Major Modification (Section A <u>AND</u> additional questions identified below)</b>	
	Enrollment change(increase or decrease) between 5% and 15%		Enrollment change(increase or decrease) of greater than 15% (<18 months includes impact study) <b>Section B</b>
	Change agreement with EMO/CMO		Grade configuration (adding grade levels or reducing grade levels) <b>Section B</b>
	Start date/one-time delay		Educational Program (i.e., curriculum) <b>Section C</b>
	Name of charter school		Mission (includes At-Risk designation) <b>Section D</b>
	Existing or planned school facilities or structures (including any plan to use temporary or modular structures)		Replace, remove, or add EMO/CMO, or transfer of authorizer <b>Section E</b>
	Change in terms to current site facility arrangement (i.e., lease to purchase)		Enrollment preferences <b>Section F</b>
	Other		Location change <b>Section G</b>
			Goals for student performance <b>Section H</b>
			Performance Agreement <b>Section A only</b>

**REVIEW Responsibility:**

	Application will be reviewed by CSO
	Application will be reviewed by CSAC

## SECTION II: Modification Process

QUESTION	CRITERIA
<ol style="list-style-type: none"> <li>1. A completed application must be received as a hard copy by the Department of Education’s Charter School Office between November 1 and December 31 if requesting an <i>increase or reduction of enrollment of between 5% and 15% OR more than 15% of the currently approved total enrollment.</i></li> <li>2. All other modification requests <b>do not have</b> statutory deadlines,</li> <li>3. An electronic copy shall also be submitted at the same time either as an attachment to an e-mail message or by electronic portable storage. The electronic copy shall be identical in all respects to the original application.</li> <li>4. Incomplete applications, or applications received after the deadline, will not be considered.</li> <li>5. Applicants submitting a minor modification will answer the “Core Questions” only and provide evidence of fiscal viability as it applies to the modification request.</li> <li>6. Applicants submitting a major modification will answer the “Core Questions” <i>and any additional related questions</i>, including evidence of fiscal viability, as applicable to the modification request. These additional questions are identified in Table 2.</li> </ol>	<ul style="list-style-type: none"> <li>✓ A hard copy was received by the required deadline</li> <li>✓ An electronic copy was received by the required deadline</li> <li>✓ If only a Minor Modification, all “Core Questions” were addressed.</li> <li>✓ If application contains a Major Modification, applicant addressed all “Core Questions” and all additional related questions.</li> <li>✓ Evidence of fiscal viability was provided as it applies to the modifications requested.</li> </ul>

Circle One Rating:    **M- Meets the Standard**    **DNM- Does Not Meet Standard**

**Strengths:**

**Areas of Concern/Follow-up:**

**SECTION III: Application Content and Format**

<b>QUESTION</b>	<b>CRITERIA</b>
<p>1. Document Length: The application may not exceed 20 pages, not including the cover page, table of contents, or appendices.</p> <p>2. Format: All pages must be typed with 1-inch page margins and 12-point font, single-spaced (Helvetica or Arial font and left justification), and include consecutive page numbers in the footer. Charts may use single spacing and a type size of 10-point font.</p> <p>3. Cover Page: Provide a cover page that includes the school's name, the date of the report and the type of modification requested (minor or major).</p> <p>4. Table of Contents: Provide a clearly labeled Table of Contents naming all major sections and appendices with corresponding page numbers.</p> <p>5. Appendices: All supplementary documents should be identified appropriately and properly labeled as appendices at the end of the application.</p>	<p>✓ Content and Format adhere to specified guidelines.</p>

**Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard**

**Strengths:**

**Areas of Concern/Follow-up:**

## SECTION IV: Charter School Modification Application Questions

### Section A - Core Questions

QUESTION	CRITERIA
<p>1. What modification does the school’s Board of Directors wish to make to the term(s) of the charter? Identify the page number(s) on which the term(s) is/are stated in the currently approved charter. If the term(s) of the charter the school wishes to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school’s charter.</p> <p>2. What is the effective date of the proposed modification</p> <p>3. The authorizer will review your most recent Performance Review Reports as part of your application. Discuss the school’s academic performance, its compliance with the terms of its charter, and its financial viability as measured by the Performance Framework.</p> <p>4. Describe the rationale for the request(s). Discuss any relevant research-base or evidence that supports this type of request. (Attachments may be provided.)</p> <p>5. Describe how the proposed modification will impact the operation of the school. Include how student achievement, staffing, facilities, and the financial viability of the school may be impacted in the current school year and for the remainder of the school’s charter term.</p> <p>6. Indicate the projected impact, if any, of the proposed modification on the school’s present financial position, and its financial position going forward. If the modification promises to create financial challenges, indicate how those will be remedied.</p>	<ul style="list-style-type: none"> <li>✓ The school has provided a fully developed, clear and compelling rationale</li> <li>✓ The school has identified the conditions placed on their charter that they wish to modify.</li> <li>✓ Narrative provides evidence that the school fully and clearly understands its governance, finance, and compliance performance over the charter term.</li> <li>✓ The school shows academic achievement and progress as indicated by their academic performance review report.</li> <li>✓ The school, through its narrative, demonstrates the capability of presenting, analysing, and evaluating results.</li> <li>✓ In the absence of expected academic, financial and organizational performance, the response identifies and explains the areas for improvement.</li> <li>✓ Demonstrates understanding of the school’s financial management obligations.</li> <li>✓ Clearly explains reasonable, well-supported revenue and cost assumptions, including the amount and sources of all anticipated funds, property, or other resources.</li> <li>✓ Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.</li> <li>✓ Through its narrative, the school has provided a clear and compelling rationale for the proposed changes and a thoughtful assessment of the</li> </ul>

	<p>impact on the school.</p> <ul style="list-style-type: none"> <li>✓ The school defines relevant measures, metrics and targets and can provide clear evidence that anticipated outcomes will be met</li> <li>✓ Expected outcomes are both ambitious and attainable. The school uses or has a plan to use the measures within the Performance Framework to track student performance</li> <li>✓ Methods and strategies are in place to monitor the progress, growth and success of all students.</li> <li>✓ Evidence that the school will have necessary financial, personnel, and administrative support.</li> </ul>
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Circle One Rating:    **M- Meets the Standard**    **DNM- Does Not Meet Standard**

**Strengths:**

**Areas of Concern/Follow-up:**

**Section B – Required for all Major Modifications that include:**

- **Enrollment changes (increase or decrease of greater than 15% (less than 18 months includes impact study)**
- **Grade configuration change (adding grade levels or reducing grade levels).**

QUESTION	CRITERIA
<p>1. Discuss your objective in seeking the proposed modification.</p> <p>2. Describe the nature and extent of the proposed changes to the school’s current grade configuration. Indicate whether you seek to add or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. <i>(Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5% and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education’s Charter School Office between November 1 and December 31.)</i></p> <p>3. Describe the projected impact of the enrollment modification on the school’s program, mission, culture and offerings (both academic and non-academic). Please note: any projected financial impact should be addressed in Core Question #6.</p> <p><b><u>If you are proposing to add grade levels that would create a new grade band not currently served by the school (i.e., K-2, 3-5, 6-8, 9-12):</u></b></p> <p>4. Provide an overview of the planned curriculum, including a course scope and sequence by subject for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (Common Core State Standards in English Language Arts and Math) in all curricular content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness.</p> <p>5. Provide one unit of instruction in both math and ELA with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State</p>	<ul style="list-style-type: none"> <li>✓ Through its narrative, the school has provided a clear and compelling rationale for the proposed changes and a thoughtful assessment of the impact on the school.</li> <li>✓ Framework for a rigorous, quality instructional design that reflects the needs of the school’s target population and will ensure all students meet or exceed the expectations of the Delaware Content Standards (Common Core Standards in English language arts, mathematics, and Next Generation Science Standards). The description of the instructional design should include, at a minimum, the basic learning environment, class size and structure, curriculum overview, teaching methods, technology plan, and research-based support.</li> <li>✓ Comprehensive, quality curriculum overview that includes a course scope and sequence by each subject for each grade level the school would serve, and demonstrated alignment of course outcomes with the Delaware Content Standards (Common Core Standards in English language arts, mathematics, and Next Generation Science Standards)</li> <li>✓ Sound curricular choices, by subject, including reasonable evidence the curriculum will be appropriate and effective for the targeted students.</li> <li>✓ One math and one ELA unit of instruction with corresponding summative assessments and scoring rubrics demonstrate alignment to the Delaware Content Standards (Common Core State Standards in English language arts and mathematics).</li> <li>✓ Sound instructional strategies and explanation of why they are well-suited for the anticipated student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.</li> </ul>

Standards in English Language Arts and Math).	✓ Sound plan for providing additional academic support for at risk students, including how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and math.
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Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard

**Strengths:**

**Areas of Concern/Follow-up:**

**Section C – Required for all Major Modifications that include**

➤ **Educational program changes (i.e., curriculum)**

QUESTION	CRITERIA
<p>1. Present evidence that the proposed educational program is research-based and has been or will be rigorous, engaging, and effective for the anticipated student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with your anticipated population.</p> <p>2. Describe how the proposed educational program will serve the diverse needs of students, such as those with disabilities, gifted and talented learners, and English Language Learners.</p> <p>3. Provide an overview of the planned curriculum, including a course scope and sequence by subject for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (Common Core State Standards in English Language Arts and Math) in all curricular content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness.</p> <p>4. Provide one unit of instruction in both math and ELA with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in English Language Arts and Math).</p>	<ul style="list-style-type: none"> <li>✓ All requested Information is complete and accurate.</li> <li>✓ Framework for a rigorous, quality instructional design that reflects the needs of the school’s target population and will ensure all students meet or exceed the expectations of the Delaware Content Standards (Common Core Standards in English language arts, mathematics, and Next Generation Science Standards). The description of the instructional design should include, at a minimum, the basic learning environment, class size and structure, curriculum overview, teaching methods, technology plan, and research-based support.</li> <li>✓ Evidence that the proposed education program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.</li> <li>✓ Comprehensive, quality curriculum overview that includes a course scope and sequence by each subject for each grade level the school would serve, and demonstrated alignment of course outcomes with the Delaware Content Standards (Common Core Standards in English language arts, mathematics, and Next Generation Science Standards)</li> <li>✓ Sound curricular choices, by subject, including reasonable evidence the curriculum will be appropriate and effective for the targeted students.</li> <li>✓ One math and one ELA unit of instruction with corresponding summative assessments and scoring rubrics demonstrate alignment to the Delaware Content Standards (Common Core State Standards in English language arts and mathematics).</li> <li>✓ Sound instructional strategies and explanation of why they are well-suited for the anticipated student population, including effective methods and systems for providing differentiated instruction to meet</li> </ul>

	<p>the needs of all students.</p> <ul style="list-style-type: none"><li>✓ Sound plan for providing additional academic support for at risk students, including how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and math.</li></ul>
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**Circle One Rating:**    **M- Meets the Standard**    **DNM- Does Not Meet Standard**

**Strengths:**

**Areas of Concern/Follow-up:**

**Section D – required for Major Modifications that include**

➤ **Changes in Mission, including At-Risk designation**

QUESTION	CRITERIA
<p>1. Describe the school’s current educational philosophy and how the proposed mission will be integrated into the current educational program.</p> <p>2. Describe your objective in seeking the proposed modification?</p> <p>3. Describe how the proposed mission will result in higher academic achievement for the school’s student population.</p>	<ul style="list-style-type: none"> <li>✓ Through its narrative, the school has provided a clear and compelling rationale for the proposed changes and a thoughtful assessment of the impact on the school.</li> <li>✓ The unique and innovative components of the educational program are clearly articulated.</li> <li>✓ The school gives clear evidence that its proposed changes in mission will convey a culture of high expectations to all stakeholders, including teachers and students.</li> <li>✓ An explanation of the key changes is related to an internal examination of student performance.</li> <li>✓ Goals and performance outcomes have been provided and are supported by an evidence based rationale.</li> <li>✓ Mission-specific goals are grounding in academic performance and align directly with the school’s proposed mission change.</li> <li>✓ Expected outcomes are both ambitious and attainable. The school uses or has a plan to use the measures within the Performance Framework to track student performance</li> </ul>
<p>Circle One Rating:    <b>M- Meets the Standard</b>    <b>DNM- Does Not Meet Standard</b></p>	
<p><b>Strengths:</b></p>	
<p><b>Areas of Concern/Follow-up:</b></p>	

**Section E – required for Major Modifications that include**

➤ **Replacement, removal, or addition of EMO/CMO, or transfer of authorizer**

QUESTION	CRITERIA
<p>1. Describe your objective in seeking the proposed modification.</p> <p>2. If you are seeking to transfer from your current authorizer to another, please articulate your rationale and identify the projected benefits to the school and its students. Identify any prospective challenges and indicate your plans for remedying them.</p> <p>3. If you are seeking to add, replace or remove an EMO/CMO, please articulate your reason or reasons for doing so. Discuss any challenge or challenges this will remedy. Include the projected benefits.</p> <p>4. If the proposed modification will entail costs that the school is not currently carrying, please identify them and present financial information indicating that such costs are viable and how the school will address them.</p> <p>5. If the school seeks to add or replace an EMO/CMO, please present evidence that its program is sound, and that affiliation with that organization is likely to improve academic performance for students. If the EMO/CMO works or has worked with other schools within or outside the state, provide evidence of its record of such performance.</p>	<ul style="list-style-type: none"> <li>✓ All requested Information is complete and accurate.</li> <li>✓ Through its narrative, the school has provided a clear and compelling rationale for the proposed changes and a thoughtful assessment of the impact on the school.</li> <li>✓ Thoughtful consideration and rationale for the addition, replacement or removal of EMO/CMO, and/or change in authorizer explains why this represents a strong choice and a good fit for the school and the community.</li> <li>✓ Demonstrates understanding of the school’s financial management obligations.</li> <li>✓ Clearly explains reasonable, well-supported revenue and cost assumptions, including the amount and sources of all anticipated funds, property, or other resources.</li> <li>✓ Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.</li> <li>✓ Strong academic, financial and organizational performance for schools in the organization’s portfolio, particularly for those schools using similar models and serving similar student populations to the proposed schools(s).</li> </ul>
<p><b>Circle One Rating: M- Meets the Standard DNM- Does Not Meet Standard</b></p>	
<p><b>Strengths:</b></p>	
<p><b>Areas of Concern/Follow-up:</b></p>	

**Section F – Required for Major Modifications that include**

➤ **Changes in enrollment preferences**

QUESTION	CRITERIA
<ol style="list-style-type: none"> <li>1. Discuss your objective in seeking the proposed modification.</li> <li>2. Please articulate all ways in which your current enrollment preference practices are problematic and in need of revision. Please articulate how you anticipate that the modification will remedy current problems and ultimately benefit the school.</li> <li>3. Identify any changes to the school’s program that will likely result from the modified preference practices.</li> </ol>	<ul style="list-style-type: none"> <li>✓ All requested Information is complete and accurate.</li> <li>✓ Through its narrative, the school has provided a clear and compelling rationale for the proposed changes and a thoughtful assessment of the impact on the school.</li> </ul>
<p>Circle One Rating:    <b>M- Meets the Standard</b>    <b>DNM- Does Not Meet Standard</b></p>	
<p><b>Strengths:</b></p>	
<p><b>Areas of Concern/Follow-up:</b></p>	

**Section G – Required for Major Modifications that include**

➤ **A location change**

QUESTION	CRITERIA
<ol style="list-style-type: none"> <li>1. Discuss your objective in seeking the proposed modification.</li> <li>2. Please describe any challenges that the current school facility presents. If the modification is approved, will it generate any new challenges, and if so, how will you address them?</li> <li>3. Please describe the proposed location of the school. Include information about siting, space available, costs to the school (and how they differ from the current facilities arrangement), safety, any co-located programs sharing the same facility, the quality of the instructional and non-instructional space and any other significant factors impacting the attractiveness and viability of the proposed facility.</li> <li>4. Describe the projected impact of the location modification on the school’s program, mission, culture and offerings (both academic and non-academic).</li> <li>5. Articulate a facility usage plan for the school going forward. Will the proposed location solve space needs for a limited amount of time or permanently? Will further modifications be required?</li> </ol>	<ul style="list-style-type: none"> <li>✓ All requested Information is complete and accurate.</li> <li>✓ Demonstrates knowledge of facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conform to applicable health, safety and occupancy requirements.</li> <li>✓ Details, timelines, and financial arrangements are provided for potential changes or improvements to the schools’ proposed facility.</li> </ul>
<p><b>Circle One Rating:    M- Meets the Standard    DNM- Does Not Meet Standard</b></p>	
<p><b>Strengths:</b></p>	
<p><b>Areas of Concern/Follow-up:</b></p>	

**Section H – Required for Major Modifications that include**

➤ **Changes in goals for student performance**

QUESTION	CRITERIA
<ol style="list-style-type: none"> <li>1. Discuss your objective in seeking the proposed modification. <i>(Please note: a change in student performance goals also imposes a change in your Performance Agreement.)</i></li> <li>2. Explain how the school’s current goals for student performance are problematic. Discuss how the modification you seek will likely remedy those problems, including any established evidence or research base. Provide evidence that the proposed student performance goals are academically sound and will benefit all students.</li> <li>3. Discuss your students’ current performance as measured by the Performance Framework and how the proposed change will improve academic performance.</li> <li>4. If the modification is approved, discuss any new challenges this would present and how you will address them.</li> </ol>	<ul style="list-style-type: none"> <li>✓ Through its narrative, the school has provided a clear and compelling rationale for the proposed changes and a thoughtful assessment of the impact on the school.</li> <li>✓ Expected outcomes are both ambitious and attainable. The school uses or has a plan to use the measures within the Performance Framework to track student performance.</li> <li>✓ The school defines relevant measures, metrics and targets and provides clear evidence that anticipates outcomes will be met.</li> <li>✓ Methods and strategies are in place to monitor the progress, growth and success of all students.</li> </ul>
<p>Circle One Rating:    <b>M- Meets the Standard</b>    <b>DNM- Does Not Meet Standard</b></p>	
<p><b>Strengths:</b></p>	
<p><b>Areas of Concern/Follow-up:</b></p>	