



**MAURICE J. MOYER ACADEMIC INSTITUTE
APPLICATION FOR MAJOR MODIFICATION of
AN APPROVED CHARTER
2013-2014**

Submitted May 13, 2014

**Delaware Department of Education
Charter School Office
401 Federal Street, Suite 2
Dover, DE 19901
Phone: (302) 735-4020
Fax: (302) 739-4483**



Maurice J. Moyer Academic Institute Application for Major Modification 2013-2014

SUBMITTED BY:

Name of School: Maurice J. Moyer Academic Institute

Dr. Christopher T. Curry, Ph.D., D.Min.
Chairperson - Board of Directors

1400 B. Street, Wilmington, DE 19801
Mailing Address-Chair/ Board of Dir.

302.651.9347
Phone # - Chair, Board of Directors

302.652.7071
Fax # - Chair, Board of Directors

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Table of Contents

Section A: Core Questions	4 - 9
Section C: Questions: Educational Program	10 - 12
Appendix A Budget Worksheets and SpringBoard Curriculum Fees	
Appendix B K12 Waiver of Fees Letter	
Appendix C SpringBoard's Planned Curriculum with Scope and Sequence	
Appendix D SpringBoard Curriculum Units for English & Math	
Appendix E SpringBoard Professional Development and Coaching	
Appendix F Delaware Science Coalition MOU for SY 2013-14	
Appendix G Delaware Social Studies Coalition MOU for SY 2014-15	
Appendix H DOE Approval of World Languages, Health and Physical Education Curriculum	



Section A: Core Questions

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.

The Board of Directors of Maurice J. Moyer Academic Institute is requesting a major charter modification regarding the "Educational Plan," located on pages 22-28 in our currently approved charter. This modification is intended to provide our scholars with higher quality instruction, by instituting a new curriculum (SpringBoard) for the total student population in ELA & Math. Maurice J. Moyer Academic Institute's curriculum for Science, Social Studies, World Languages and Health were already approved by DOE. See Appendix F, G and H.

The charter for the high school is currently written to reflect core academic courses and elective classes be taught using mainly online (virtual) teachers. Throughout the last two years, we have had the opportunity to evaluate our scholars and their learning needs and/or styles. The evaluation of our scholars has led us to this current request to change our academic program to reflect a "Blended Model." Instead of using online teachers to teach our scholars the core courses, we would like to use Delaware certified teachers to deliver instruction in our core courses, which will assist with successful delivery of Delaware State Standards (including the Common Core in ELA and math), while giving our scholars the opportunity to select from a wide-range of online electives, (not to include PE and Art), that will be taught by virtual teachers. The school is actively recruiting certified teachers and the Instructional Leadership assesses candidates' capacity for implementing the SpringBoard curriculum through the interview protocol as well as through application of instructional strategies during demonstration lessons. Our Delaware certified teachers, using this new curriculum, will continue to use interactive whiteboards to deliver the instructional program. Instructional Leadership will provide subsequent professional development through Grade Level and Content Based Professional Learning Communities and Whole Staff Development. The professional development will focus on all curricular concerns including effective use of instructional technology.

2. What is the effective date of the proposed modification?

The effective date of the proposed modification is July 1, 2014. The teachers will receive training on the proposed curriculum during summer professional development and begin instruction using the new curriculum on the first day of the 2014-2015 school year. SpringBoard provides a three day Initial Teacher Institute training program in which our teachers will learn how to use the interactive digital and print components of SpringBoard to ensure all scholars have access to rigorous and engaging instruction. See Appendix E.

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.

Academic

During school year (SY) 2012-2013, the students of Maurice J. Moyer Academic Institute made great academic growth in both ELA and mathematics. When comparing DCAS scores from spring 2012 to spring 2013, our students improved by 17 percentage points in both math and ELA. In addition, our special education students improved by 15 percentage points in math and 25 percentage points in reading. While we accept the fact that we must continue to improve, we are proud of our academic growth from last school year.

The overall rating of Maurice J. Moyer Academic Institute on the Delaware Academic Performance Report for SY 2012-2013 was “does not meet standard”. Even though the new Board of Directors officially began their governance of the school on July 1, 2012, we received overall ratings of “falls far below standard” for both SY 2010-2011 and 2011-2012. To gain a comprehensive understanding of our growth, the Academic Performance Report from SY 2010-2011 will serve as our baseline.

While we have the ultimate goal of exceeding the standard, we note that overall progress has been made regarding academic improvements.

Regarding our student achievement (status) on the Academic Performance Framework, we have grown by 30 percentage points in math and 35 percentage points in ELA. In both subjects, we narrowly missed the threshold for “does not meet standard”.

While we realize that we have much more to do academically, we are proud of the fact that our growth, as measured in 1a, b and c on the framework, is showing significant progress happening at our school. Our scholars exceed State Standards for growth with 81.1% meeting growth targets in math and 97.0 meeting growth targets in ELA.

As stated in our Performance Agreement, we expect to ‘meet’ or ‘exceed’ standards by 2015 as measured by the Academic Performance Framework.

Financial

On the Financial Performance Framework from SY 2012-2013, we received a rating of “falls far below” standard. There were two major issues that impacted last year’s financial review for the report. First, there was an outstanding balance from the management company (K12) that was settled. The debt was created as a result of services provided to the school prior to the new Board of Directors start date of July 1, 2012. Additionally, before the purchase of the school facility, rent was approximately \$25,000 per month. After the purchase of the building, the monthly mortgage payment is \$16,000. This equates to an annual savings of \$108,000. According to our auditor, if an audit using the financial measures was conducted today, the Financial Performance Framework would result in Maurice J. Moyer Academic Institute earning a rating of Meets Standard for each indicator.



Organizational

According to Delaware's Organizational Performance Framework, Maurice J. Moyer Academic Institute received a rating of "does not meet standard". As a result of our poor performance on organizational management, we took several steps to rectify our issues.

Currently, Maurice J. Moyer Academic Institute is in violation of its charter in one area, the educational plan. During the 2012-2013 School Year, a charter modification to change our educational plan and enrollment targets was submitted. Both modifications were denied. In April of 2014 a modification for enrollment reduction was submitted and approved and we expect to be at 80% or better for those numbers, for the 2014-2015 School Year and beyond. To rectify our educational plan situation, we are submitting this modification to bring our curriculum into compliance.

We have had some challenges for our students with disabilities but, at this time, we are working with DOE to satisfy the terms of our action plan. We expect to be 100% compliant by May 15, 2014.

Under the sections of Financial Management and Oversight, and Governance and Reporting, these issues can be directly linked to not having a functional website during SY 2012-2013. To address this area, we created a new website and ensured that board meeting notes and monthly financial statements are consistently posted on the website.

To address the section of Students and Employees, we have implemented a variety of strategies to ensure compliance in each area. Protecting the rights of all students mainly deals with our Special Education population.

As previously stated, all compliance requirements will be satisfied by May 15, 2014. To meet our attendance goals, we have revamped the process for reporting attendance. Additionally, we have trained our staff on the appropriate reporting processes. To date, our attendance has improved by nearly 10 percentage points as compared to our attendance rates from SY 2012-2013. We are confident that we will meet our attendance target SY 2013-2014.

Beginning August 2014, all staff at Maurice J. Moyer Academic Institute will be certified. Staff members who fail to meet the appropriate requirements will not have their contracts renewed for SY 2014-2015.

For the School Environment section of the performance framework, we met the standard for both facility and transportation requirements, and health and safety requirements. During the current school year, we continued to focus on the indicators supporting these measures to ensure we meet the standard for the current school year.



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.)

The Board of Directors is requesting a major modification to its curriculum because its current curriculum is not aligned to the Common Core as required by Delaware State Standards. In SY 2014-2015, Maurice J. Moyer Academic Institute will adopt the SpringBoard College and Career Readiness System™ for all students in grades 6-12.

SpringBoard is a known entity to the Delaware Department of Education and is already in use in several Delaware schools including Thomas Edison Charter, Laurel Middle School, and the Indian River School District. Recently, PolyTech High School received a Delaware Department of Education grant that will partially fund the implementation of SpringBoard.

SpringBoard also offers some longitudinal research that demonstrates that its curriculum is uniquely suited to schools with high populations of minority students. In July 2009, the Research Services team of the College Board's Research and Development (R&D) department embarked on Phase 1 of a longitudinal evaluation investigating the impact of SpringBoard on the academic achievement of students, specifically looking at AP data.

Data from the four-year period included in the study was drawn from Florida high schools that purchased SpringBoard. The data showed a 109% and 52% gain in the number of African American and Hispanic students, respectively, enrolled in AP courses. (Students from high schools not purchasing SpringBoard had a 37% gain each, for African American and Hispanic students enrolled in AP courses.)

Over the same four-year period, high schools that purchased SpringBoard had a 34% and 30% gain in the number of African American and Hispanic students, respectively, scoring a 3 on at least one AP Exam. (Students from high schools not purchasing SpringBoard had a 27% and 26% gain for African American and Hispanic students, respectively, scoring a 3 on at least one AP exam.)

Considering those numbers relative to improved student performance and in light of our student population (Moyer's student body is currently just under 90% African American), Maurice J. Moyer Academic Institute felt that SpringBoard was the most appropriate curriculum for our student body. Also influencing Moyer's decision was the adaptability of SpringBoard's curriculum which allow us to provide proven instructional strategies to the large population of Special Education students (38%) that Moyer currently serves.

Written and field tested by teachers who understand the challenges of today's classroom, SpringBoard is a research-based program that is Common Core-aligned. SpringBoard offers a pre-AP curriculum that sets high expectations for all students while providing culturally and personally relevant activities designed to teach students problem solving, academic discourse and critical analysis.



SpringBoard also focuses on professional development, providing intense, in-person training for teachers that directly targets the instructional shifts required to achieve Common Core goals.

In Mathematics, SpringBoard offers alignment with the Standards of Mathematical Practice and the Standards for Mathematical content in the Common Core State Standards. The emphasis is on reasoning and mathematical modeling to ensure that the Common Core standards, which students are expected to understand and master, are achieved. SpringBoard Mathematics provides instruction, assessment and teacher supports. <http://media.collegeboard.com/digitalServices/pdf/springboard/springboard-publishers-criteria-math-146-583.pdf>

In English Language Arts, SpringBoard offers alignment with the Common Core State Standards that go far beyond cosmetic correlations to deeply address the spirit and the intent of the Common Core.

The program involves students through a variety of complex and engaging texts that balance fiction, poetry, drama and other media, uses thematic units to build knowledge and understanding and provides structured activities that teach students close reading and help develop their critical thinking skills.

SpringBoard's English Language Arts curriculum goes beyond a collection of books. SpringBoard delivers the tools and support teachers need to make the shifts required to improve their craft and authentically and rigorously engage a diverse classroom.

<http://springboardprogram.collegeboard.org/english-language-arts/ccss/>

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.

During SY 2012-2013, the student population of Maurice J. Moyer Academic Institute consisted of 183 students. During the aforementioned school year, our students demonstrated a tremendous amount of growth in both ELA and mathematics. We attribute much of our success to our teacher's ability to provide individualized attention to our students.

While a larger population (455-600 students) may have similar student-teacher ratios, smaller school populations enable support staff (principal, asst. principal, guidance counselors, etc.) to build more effective relationships with all students. This is a critical component of our turnaround efforts.

Currently, our population has 227 students. Over the last two years, Maurice J. Moyer Academic Institute has demonstrated slow growth. With an increase of approximately 40 students, our staffing plan has remained relatively constant.



With a proposed increase of an additional 80 students over the next 3 years, our staffing plan will slowly increase to meet the instructional and social needs of our students.

The financial viability of Maurice J. Moyer Academic Institute is addressed in question #6 of section A. Additional financial information is contained in Appendix A.

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.

The initial revenue projection was based upon 225 students, generating 12 teaching positions. Based on our actual enrollment for FY14, which included a special needs population of 38%, our student population has generated 19.25 teaching positions. This additional revenue was used to serve our students by hiring the necessary teachers and paraprofessionals. The Instructional Leadership and the Education Diagnostician will provide the necessary supports to teachers and paraprofessionals in order to serve the individual needs of the special education population. Teachers and paraprofessionals will receive professional development around effective supports for students with special needs through Professional Learning Communities. The additional revenue also supported the purchase of testing and monitoring software for our students, i.e. Achievement Network.

In year 3, the student enrollment of 265 students will allow the school to maintain its current operations. There will be no significant impact to the current staffing or operating plans. Based on the revenue generated by 265 students, the annual budget will not subject the school to any economic hardships.

Due to the purchase of the facility, the annual budget reflects savings in our monthly lease agreement from \$25,000 to \$16,000, an annual savings of \$108,000. Currently, the facility is valued at an amount that greatly exceeds the purchase price. With this said, there is a great deal of equity in the property.

The additional state and local revenue will be used for repayment of K12 management fees. K12 has issued a credit balance for FY13 management fees. A copy of the K12 letter is included in Appendix B.

The first financial obligation that Maurice J. Moyer Academic Institute addressed was the repayment of closing costs from the purchase of the building. The budget also permitted management fees to be paid to K12, which supports the fact that the school is a financially viable institution. Maurice J. Moyer Academic Institute's ability to satisfy both its normal obligations and payments to the management company is proof that the school is fiscally responsible with its assets.



The summer pays that were set aside have been increased to reflect the additional new hires in the budget for FY14. These actions have created a more economically viable school with a fully-funded contingency budget. For FY14, we are projecting a surplus for carryover into FY15. We can utilize the surplus if any unforeseen financial issues arise.

The SpringBoard curriculum will positively impact student achievement by exposing students to rigorous instruction. The curriculum includes performance-based assessments and is aligned to the Common Core State Standards, therefore preparing students for the Smarter Balance Assessment. Additionally, the curriculum is proven to prepare students for college and career readiness. In order to support the needs of the students, certified teachers will be hired, and the instructional staff will participate in professional development opportunities provided by SpringBoard during the summer and subsequently throughout the school year. Currently our budget reflects \$60,000 for curriculum expenditures and the cost associated for the SpringBoard curriculum is far below this margin. Please see the attached Budget Sheets in Appendix A for costs associated with the purchase of this new curriculum.

Section C Questions: Educational Program

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.

The SpringBoard curriculum was developed by The College Board, and is built on years of research, supported by comprehensive, longitudinal studies, as well as case studies, and both empirical and theoretical research. Within this research, The College Board is certain that the SpringBoard curriculum contributes to college readiness for the full range of US students.

Currently, 24 of the nation's 100 largest school districts utilize the SpringBoard curriculum. Over a four-year period, the high schools that purchased SpringBoard for three to five years had substantially more students enrolled in AP courses and also had more students score higher than students in high schools that purchased SpringBoard for 1 to 2 years and the state overall. Additionally, high schools that purchased SpringBoard had 109% and 52% gains in the number of African American and Hispanic students scoring at least a 3 on an AP exam.

As a comprehensive instructional program in English language arts and mathematics, SpringBoard reflects powerful, researched-based understandings about how people learn. The potential for serious engagement in the learning process by all students is enhanced by the strategic learning methodology incorporated throughout the program. All of the elements necessary for long-term skill and knowledge development in both students and teachers are envisioned as components of the system: rigorous, flexible,



and standards-based instructional materials; a wealth of strategic approaches- cognitive, metacognitive, and affective; ongoing support for teacher professional development; a commitment to inclusion and differentiation for all levels of student abilities and learning styles; a sensitivity to real-world connections and the affective and cultural needs of a wide variety of student populations.

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.

SpringBoard builds upon the research in cognitive learning theory as it embeds well-researched strategic approaches to learning in a rigorous curriculum in English Language Arts and mathematics. SpringBoard draws upon the learning sciences to provide a flexible instructional program that enables teachers to differentiate instruction and engage a diverse population of students with varying levels of knowledge and skills and variety of preferred learning styles. SpringBoard assists teachers and students by employing more than 60 separate cognitive, metacognitive, and affective strategies, which support the enhancement of students' skills in reading, writing, oral proficiency, collaboration, and problem-solving.

SpringBoard's rigorous curriculum in ELA and Mathematics addresses the needs of all learners. This program includes activities that are scaffolded in such a way that students, regardless of their cognitive ability, shall become active learners. The variety of strategies presented allows teachers to differentiate instruction for diverse learners, including students with specific needs. Some of the strategies included are: role playing, think-pair-share, acting out the problem, the writing process, debating, and interactive reading.

The strategies utilized support the enhancement of students' skills in the following modalities: reading, writing, oral proficiency, collaboration, and problem-solving. In addition to the use of SpringBoard's model strategies, the teachers will use proven "best instructional strategies," for literacy and numeracy. Additionally, the instructional staff will conduct benchmark assessments periodically throughout the school year to track scholar growth and progress towards mastery. Furthermore, the instructional staff will utilize counseling, social work, and additional wrap around services to support scholars socially and emotionally so that they can focus on attaining academic outcomes.

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.



See Appendix C for more detailed information on SpringBoard's scope and sequence.

4. Provide three units of instruction in all content areas with corresponding summative assessments and scoring rubrics per grade band (K-2, 3-5, 6-8 and 9-12) by subject to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in English Language Arts and Math) pursuant to 14 Del Admin. C. 501 & 502.

See Appendix D for full copies of SpringBoard's math and English units.

Links to sample units for 7th and 10th grade ELA and 7th grade math and Algebra I are below. Four of the sample units are attached as Appendix D.

<http://springboardprogram.collegeboard.org/english-language-arts/grade-7-sample/>

<http://springboardprogram.collegeboard.org/english-language-arts/grade-10-sample/>

<http://springboardprogram.collegeboard.org/mathematics/grade-7-sample/>

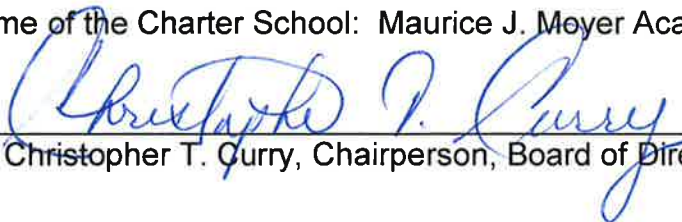
<http://springboardprogram.collegeboard.org/mathematics/algebra-1-sample/>



As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter.

We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the responses in this application on the review of these documents.

Name of the Charter School: Maurice J. Moyer Academic Institute



Dr. Christopher T. Curry, Chairperson, Board of Directors

Beatrice Coker
Vice-Chairperson, Board of Directors

Dr. Meredith Griffin, Jr.
Treasurer, Board of Directors

Monique Chadband
Secretary, Board of Directors

Samuel Pratcher, III, Esq.
Legal Counsel, Board of Directors