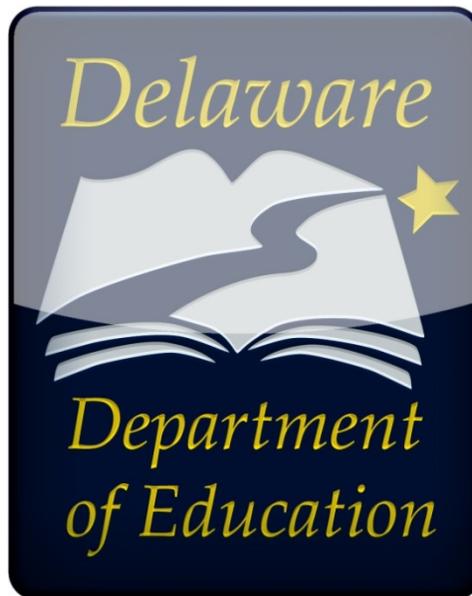


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



**THE NEW MAURICE J. MOYER ACADEMY
FINAL REPORT AND RECOMMENDATIONS
APPLICATION TO MODIFY AN EXISTING CHARTER**

Opening Date: August 2012

Grades: 6 - 12

Location: New Castle County

September 30, 2012 Unit Count: 182

Date of Report: 27 June 2013

Background

Name The New Maurice J. Moyer Academy

Current Enrollment 182

Projected Enrollment The modification request is two-fold: (1) to reduce the school's authorized enrollment (see chart below); and (2) change the instructional program from online instruction to traditional instruction for core academic courses, similar to the middle school program.

Grades	2012-13			2013-14		2014-15		2015-16	
	Current	Proposed	Authorized	Proposed	Authorized	Proposed	Authorized	Proposed	Authorized
6	21	30	40	35	60	40	80	45	100
7	29	30	50	32	50	40	75	45	100
8	47	30	75	32	50	40	50	45	100
9	37	30	50	32	75	40	75	45	100
10	20	30	50	32	50	40	75	45	75
11	8	30	50	32	50	33	50	40	75
12	20	20	50	30	50	32	50	40	50
Totals	182*	200	365	225	385	265	455	305	600

* September 30, 2012 Unit Count

Mission The New Maurice J. Moyer Academy's mission is to provide opportunities for students to achieve the highest academic and personal goals. The mission underscores the importance of its research-based curriculum, which offers traditional classroom instruction, K-12 world class technologies, and data-driven instruction while recognizing and meeting the unique, learning differences of each student.

The New Maurice J. Moyer Academy (New Moyer) opened in August 2012. The school is located in Wilmington, Delaware and is authorized to serve 365 students its first year and increase to 600 by its fourth year.

The Charter School Accountability Committee (Committee) convened on:

- 14 March 2013 for the Initial/Preliminary Meeting.
- 30 May 2013 for the Final Meeting to make a final recommendation based on the school's response to the Committee's Preliminary Report.

At the Final Meeting, the Committee focused on the following criteria that required further clarification from the school.

- Criterion 3: Mission, Goals, Educational Objectives
- Criterion 4: Goals for Student Performance
- Criterion 5: Evaluating Student Performance
- Criterion 6: Educational Program
- Criterion 7: Students with Special Needs

- Criterion 8: Economic Viability
- Criterion 14: Management Companies

Criterion Three: Mission, Goals, Educational Objectives

The Committee discussed the school's response to the Preliminary Report and noted the following.

What was expected:

- A description of the new instructional design for the high school grades, including any innovations, major instructional methods and assessment strategies, and key tenets or non-negotiables of the school model.
- Evidence that the new instructional design is research-based, rigorous, engaging, and effective for New Moyer's target population.
- A brief explanation of why the instructional design is likely to succeed with New Moyer's target population.

Analysis of the response:

- The school's response was a verbatim copy and paste from the original charter application.
- The response included a brief reference to an "innovative blended learning model" that "strategically allows students to receive more individualized support when they need it" but no other detail was provided regarding its efficacy and appropriateness for New Moyer's target population. The original charter application did not mention the blended learning model.

A satisfactory response would have:

- Described the efficacy of the blended learning model.
- Been consistent with the school's mission and education program design
- Presented a clear and coherent overview of New Moyer's approach to teaching and learning at the high school level.
- Included a brief description of school culture.

See link below for sample overview of a highly successful charter operator.

<http://www.achievementfirst.org/our-approach/curriculum-and-instruction/>

The Accountability Committee concluded that Criterion Three was not met.

Criterion Four: Goals for Student Performance

The Committee discussed the school's response to the Preliminary Report and noted the following.

What was expected:

- Evidence that the school's goals for student performance were based on New Moyer's Charter Performance Framework results and are sufficiently aggressive to narrow existing achievement gaps.

Analysis of the response:

- The school submitted goals that are aligned to the Charter Performance Framework.
- Most of the goals are appropriate given the baseline performance levels.
- The goals for students receiving special education services are insufficient. For example, the school's goals for students with disabilities are 5% proficient (2013) and 10% proficient (2014) for both Math and ELA.

A satisfactory response would have:

- Set higher expectations for students receiving special education services.

The Accountability Committee concluded that Criterion Four was not met.

Criterion Five: Evaluating Student Performance

The Committee discussed the school's response to the Preliminary Report and noted the following.

What was expected:

- In addition to the mandatory Delaware Comprehensive Assessment System (DCAS), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year.
- Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter.
- A description of strategies and corrective actions that align with the student performance goals.

Analysis of the response:

- The response lists multiple and appropriate assessments. However, a coherent plan for how these assessments will be used to inform instruction was not provided.
- This section is considered partially met with the following condition:

On or before the July 11, 2013 public hearing the school must provide a coherent plan outlining what each of the interim assessments listed in its response to the Preliminary Report will measure and how the data will be used to assess student learning and progress throughout the year to inform instruction.

A satisfactory response would have:

- Provided a coherent plan outlining what each of the interim assessments listed in its response to the Preliminary Report will measure and how the data will be used to assess student learning and progress throughout the year to inform instruction.

The Accountability Committee concluded that Criterion Five was not met.

Criterion Six: Educational Program

The Committee discussed the school's response to the Preliminary Report and noted the following.

What was expected:

Curriculum. The school had the following outstanding condition of its approved charter.

By August 1, 2012, the School will submit to the Curriculum, Instruction, and Professional Development Workgroup for review and approval of math, social studies, physical education, world languages, visual arts, and performing arts.

The deadline was extended twice (December 15, 2012 and May 31, 2013). The school met the May 31, 2013 deadline.

Analysis of the response:

Below is a summary of the reviews conducted by content specialists at the Delaware Department of Education (see attached memo for more detailed feedback):

Meets Approval-

- Science
- Health Education
- Physical Education

Does Not Meet Approval-

- English Language Arts
- Mathematics
- Social Studies
- Visual & Performing Arts

Partially Approved-

- World Languages

A satisfactory response would have:

- Provided sufficient evidence that the school's curriculum is aligned to Delaware content standards.

The Committee concluded that this subsection was not met.

State Requirements for Graduation

What was expected:

- Amend the school's graduation requirements to align with Delaware Graduation Requirements.

Analysis of the response:

- The graduation requirements have been updated to reflect the correct credit requirements. (Note: The school should refer to 14 DE Admin Code 505 High School Graduation and Diplomas on a regular basis to ensure they are following all provisions and any updates thereto.)

The Committee concluded that this subsection was met.

Student Teacher Ratio. The school's response was satisfactory.

The Committee concluded that this subsection was met.

Unique Features of the School

What was expected:

- A description of research-based instructional strategies used to deliver and/or differentiate instruction.
- An explanation of why the selected instructional strategies would be effective with the school's student population.

Analysis of the response:

- The school's response described a "School-Within-a-School" model which provides small learning communities called "Houses" within the larger school. Additionally, the response states that this model is designed "to foster more direct and sustained connections between students and teachers".
- The response did not provide a sufficient description of unique features at the classroom level. For example, the response noted that instruction will be delivered through the use of interactive whiteboards but did not indicate the efficacy of the strategy nor evidence that it would be effective with the school's student population.

A satisfactory response would have:

- Included a clear description of what the unique features provide for students at the classroom level and evidence that they would be effective with the school's student population.

High Quality Professional Development

What was expected:

- List the proposed activities (e.g. how will teachers adapt K-12's curriculum to traditional instruction?)
- The individual(s) delivering the professional development.
- The intended outcomes for teachers and students and how the school will support and sustain them.
- Professional development for administrators.

Analysis of the response:

- The response provided a high-level overview of professional development activities, showing who will provide the professional development and who would receive professional development, and listed professional development opportunities for administrators.
- While resources were identified it was unclear how the professional development would occur, what delivery models would be utilized and what the intended outcomes would be. This lack of information was especially evident in professional development for the optimal use of interactive white boards and other modes of technology as the school seeks to migrate from a virtual delivery model to a hybrid face to face instructional delivery model.

A satisfactory response would have:

- Included a detailed plan with outcomes, timelines and activities relative to fostering a data-driven environment that guides instructional decisions.

The Committee concluded that this subsection was not met.

The Accountability Committee concluded that Criterion Six was not met.

Criterion Seven: Students with Special Needs

The Committee discussed the school's response to the Preliminary Report and noted the following.

What was expected:

- A description of how the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including how they will provide special education services in an online environment or how they will provide accommodations, modifications and/or support to insure student success in the K12 curriculum.
- A description of how the school will provide a continuum of education placements for students with disabilities within the online environment.

Analysis of the response:

- The response states that students with disabilities will be held to the same high standards and expectations for student growth and achievement as their peers while preparing them for postsecondary opportunities.
- The school provides a detailed description of how they will ensure FAPE and provision of services for students with disabilities including identifying students suspected of having a disability, evaluation, and development of an IEP.
- Provision of services is based on the IEP including accommodations, modifications, frequent assessment using a variety of data drive instruction, progress monitoring, parent/school partnership, related services, and transition planning along with the Blended Model, differentiated instruction, and integration of technology. In addition they describe a continuum of services ranging from the regular education classroom to intensive instruction including programming for students with severe disabilities.

- Teachers will be highly qualified and all staff will receive professional development in Child Find and implementation of IEP services, supports, accommodations, and modifications on at least an annual basis.

The Accountability Committee concluded that Criterion Seven was met.

Criterion Eight: Economic Viability

The Committee discussed the school's response to the Preliminary Report and noted the following.

What was expected:

- The Preliminary Report required the school to provide additional information and/or documentation in several areas.

Analysis of the response:

- If applicable, written confirmation from The Reinvestment Fund (TRF) of rent reduction (from \$325,000 in FY13 to \$144,000 in FY14). This document was not provided.
- Total funding provided by K12 – The requested information was not provided. Instead, a letter from K12's legal department was supplied. The total costs to run the school are still not clear as K12 will not disclose this information and instead provided a written statement from its legal department.
- What happens to K12's contract and the rent if enrollment is between 162 and 224 students? Are the termination/reductions only valid at 161 students?
- The contingency budget contains inconsistencies (i.e. worksheets did not appear to align with their staffing model, etc.).
- Corrected Federal revenue projections – The school submitted revised budget worksheets reflecting substantial Federal funding. However, no explanation of the calculations/estimates was provided so it is difficult to determine if these projections are reasonable. Additionally, it is unclear why the budget worksheets show sizable Federal surpluses at the end of each year.

A satisfactory response would have:

- Provided a clear understanding of the plans for the building (who is buying, how much it will cost, etc.) and the impact on the budget – updated budget sheets with the new obligation amount (mortgage payment or rent).
- Provided the total costs to run the school – a separate budget showing total funding provided by K12.
- A contingency plan and estimated costs for rent (if applicable), if the 225 enrollment target is not met.
- An explanation of the calculations/estimates for the corrected Federal revenue projections.

The Accountability Committee concluded that Criterion Eight was not met.

Criterion 14: Management Companies

The Committee discussed the school's response to the Preliminary Report and noted the following.

What was expected:

- A plan for how the New Moyer Board will evaluate K12's performance based on the Charter Performance Framework and the results the Charter School Office shared with the school on November 30, 2012.

Analysis of the response:

- The Services Agreement was included in the school's response and covers the rights and responsibilities of the parties.
- The Services Agreement references the Department of Education and the State of Delaware. Neither of these entities are parties to the agreement. The school does not have the authority to bind them so these references are not valid.
- There were some blanks in the Services Agreement that should be reviewed.
- The school's response includes a letter from K12 indicating that it is seeking to protect certain information from public disclosure. This is not possible due to the obligations of public entities and requirements of the Freedom of Information Act.
- The school's response included an evaluation tool which appears comprehensive in nature and provides a means to evaluate K12's performance based on the Charter Performance Framework.

The Accountability Committee concluded that Criterion 14 was met.

Summary and Recommendations

Criterion	Charter School Accountability Committee's Recommendations
(3) Mission, Goals, Educational Objectives	Not Met
(4) Goals for Student Performance	Not Met
(5) Evaluating Student Performance	Not Met
(6) Educational Program	Not Met
(7) Students with Special Needs	Met
(8) Economic Viability	Not Met
(14) Management Companies	Met

The Charter School Accountability Committee recommended that the modification application from the New Maurice J. Moyer Academy **not** be approved.

Appendix A

List of Attendees

Final Meeting of the Charter School Accountability Committee

30 May 2013

Modification Application from the New Maurice J. Moyer Academy

Members of the Committee

- Mary Kate McLaughlin, Chairperson of the Charter School Accountability Committee and Chief of Staff, Delaware Department of Education
- Debora Hansen, Education Associate, Visual and Performing Arts, Charter Curriculum Review
- Paul Harrell, Director of Public and Private Partnerships
- April McCrae, Education Associate, Education Associate, Science Assessment and STEM
- Karen Field Rogers, Manager, Financial Reform & Resource Management
- Barbara Mazza, Education Associate, Exceptional Children Resources
- Kendall Massett, Executive Director, Delaware Charter Schools Network (Non-voting)
- Donna R. Johnson, Executive Director, State Board of Education (Non-voting)

Staff to the Committee

- Catherine T. Hickey, Deputy Attorney General, Counsel to the Committee
- John Carwell, Director, Charter School Office
- Patricia Bigelow, Education Associate, Charter School Office
- Chantel Janiszewski, Education Associate, Charter School Office
- Brook Hughes, Education Associate, Charter School Finance

Representatives from the New Maurice J. Moyer Academy

- Dr. Christopher Curry, Board President
- Keith Stephenson, Regional Vice President, K12, Inc.
- Nikia Wongus, Business Manager