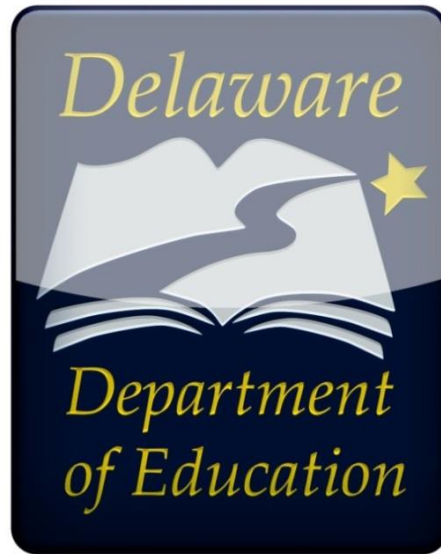


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Charter School of New Castle

**RENEWAL APPLICATION
INITIAL REPORT**

CSAC Initial Meeting: October 30, 2019
CSAC Initial Report Published: November 7, 2019

By September 30, 2019, Charter School of New Castle submitted an application to renew its charter. Consideration of this application is in accordance with the applicable provisions of 14 **Del. C.** Ch. 5, including § 514A, and 14 **DE Admin. Code** 275. Written renewal application guidance is provided by the Delaware Department of Education (DDOE) on its website. The renewal application template developed by DDOE is aligned to measures and targets within the Performance Framework, which outlines the academic, organizational and fiscal standards by which all Delaware charter schools are evaluated. The evaluation of the school's performance as measured by the Framework is a major component of the decision on the renewal application. The decision on the renewal application is based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program a success?
2. Is the school financially viable?
3. Is the school organizationally sound?

This report serves as a summary of the strengths, areas of follow-up, and/or concerns identified by members of the Charter School Accountability Committee (CSAC) during their individual reviews of the charter applicant's renewal application, Performance Review Reports, Annual Reports and Performance Agreements and during the CSAC meetings.

The following were in attendance at the Initial Meeting of the CSAC on October 30, 2019:

Voting Committee Members of the Charter School Accountability Committee

- Chuck Longfellow, Ed.D., Chairperson of the Charter School Accountability Committee, Associate Secretary of Education, DDOE
- Susan Keene Haberstroh, Ed.D., Director, School Support Services, DDOE
- Raushann Austin, Education Associate, Educator Support Team, DDOE
- Catherine Oravez, Education Associate, Federal Funds and Cost Recovery, DDOE
- James Pennewell, Education Associate, Capital Projects Management, DDOE
- April McCrae, Ed.D., Education Associate, Academic Support, DDOE
- Susan Veneema, Education Associate, Academic Support, DDOE
- Chuck Taylor, Community Member

Staff to the Committee (Non-voting)

- Darryl Parson, Deputy Attorney General, Counsel to the Committee, Delaware Department of Justice
- Leroy Travers, Lead Education Associate, Charter School Office, DDOE
- John Carwell, Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Finance Office, DDOE
- Sheila Kay-Lawrence, Administrative Secretary, Charter School Office DDOE

Ex-Officio Members (Non-voting)

- Audrey Noble, Ph.D., Vice President, Delaware State Board of Education
- Kendall Massett, Executive Director, Delaware Charter Networks

Representatives of Charter School

- Charles McDowell, Board President
- Rachel Valentin, Executive Director, Elementary School
- LaRetha Odumosu, Ph.D., Executive Director, Middle School
- Amy Novasel, Assistant Principal of Instruction
- Ashley Walker, Ph.D., School Psychologist
- Michelle Lambert, Accountant

Discussion

Section 1: Overview

Mr. McDowell provided a brief overview about Charter School of New Castle (“CSNC”) and noted the following:

- School leadership was transferred to Ms. Valentin and Dr. Odumosu.
- In the spring of 2019 (6-months ago), the CSNC board decided that it was ready to go alone without the support of EastSide Charter School. The common management arrangement was terminated in favor of the more limited sharing of employees (e.g. human resources and school psychologist positions).
- The most important part of any organization is its leadership and CSNC has very capable leadership. The Board Vice President is Dr. Nakishia Bailey, a senior human resources executive at St. Francis Hospital and a long-time CSNC parent. Last year, her daughter graduated from 8th grade. The Board Treasurer and finance committee chair is Mr. Brett Taylor, the Finance Director for the City of Wilmington. The Board Secretary is Mr. Thomas Preston, a successful attorney and her served as general counsel for Delaware State University. The Board is very optimistic about the school’s future with Ms. Valentin and Dr. Odumosu leading the school.

Dr. Odumosu introduced a brief video about the school. Following the video, Ms. Novasel stated that she has been a CSNC staff member and parent since 2006. She also noted the following:

- When the school was formerly known as Family Foundations Academy, it was a school that was known for students running down the hallways disrupting instruction; financial mismanagement; and an unhealthy staff culture; and an administration and staff that lacked the tools and best practices to improve the learning environment.
- In 2015, Dr. Lamont Browne became the CEO and hired leaders with strong financial management expertise and instructional leadership who created a school culture that is conducive to learning as well as a work environment where every staff member feels valued and receives instructional coaching.
- Dr. Browne was a member of the Leverage Leadership Institute and a member of the Delaware Leadership Project. He recruited Ms. Valentin from the Delaware Leadership Project. He valued her experience at Uncommon Schools and her financial experience at J.P. Morgan Chase. Dr. Brown recruited Dr. Odumosu from the National Principal Academy based on her experience at Mastery Charter School in Philadelphia and her doctoral work in urban studies. These leaders have been instrumental in transforming CSNC into a school where students and educators thrive.

- The school's vast turnaround was noted by the DDOE's Mr. Dusty Shockley who visited the school five years ago during the previous administration's tenure and visited again last year; he observed a marked improvement in the school's culture.
- Parent satisfaction is at an all-time high due to the partnerships CSNC's leadership has forged with families.

Dr. Odumosu stated that CSNC staff are committed to ensuring that students have what they need to be successful. She added that whether it means staying after school, meeting with a student during their prep to build a meaningful relationship with a student, or parent outreach, CSNC educators are all committed to going the extra mile. She added that many CSNC staff have shared that CSNC is more than just a job, but it is a family.

Ms. Valentin commented that the primary stakeholders are CSNC students and their families. CSNC students, she added, embody perseverance, passion, and love of learning. Ms. Valentin stated that CSNC's impact is predicated on providing the best learning experience for students. Over the last five years, she added, she has observed CSNC students become more confident and compete with the best students in spite of challenges like childhood trauma. She stated that race, class, and zip code should never hold students back from achieving their best.

Following the school's overview, Dr. Longfellow noted the following regarding the school's Delaware School Success Framework (DSSF):

- On September 20, 2019, the Charter School Office provided draft DSSF results to the renewing charter schools so they could complete their renewal applications. The correspondence noted that the data was still draft and schools would be notified if there were any corrections. The final School Year 2018-19 DSSF results were released on October 17.

Dr. Longfellow also noted that CSNC submitted an application for a major charter modification along with its charter renewal application.

Dr. Longfellow asked the CSAC if they had any questions or concerns regarding the Overview section of the school's renewal application. There were none.

Section 2: Academic Performance

Dr. Longfellow asked the CSAC if they had any questions or concerns regarding the academic performance section of the school's renewal application. Dr. McCrae referenced page 25 of the school's charter renewal application and asked the school if they had an exclusive privacy/nondisclosure agreement with Google to use its Google Tracker application or the free

version which does not include a privacy agreement. Ms. Valentin stated that the school has been working closely with DDOE's Raushann Austin on utilizing the Data Service Center (DSC) as a platform for teacher observations and coaching sessions. She added that the school currently uses the free version of Google Tracker because it is easy to share and track information. Dr. McCrae noted that the free version of Google Tracker collects user content and cautioned the school to not include any personally identifiable information on the application.

Dr. McCrae referenced the student assessments listed on page 31 of the renewal application and asked the school whether all of the assessments listed are used universally with the students or if there is a targeted approach. Dr. Odumosu stated that the assessments are targeted to specific grade levels and content areas so students do not take all of the listed assessments. Ms. Novasel explained that Fountas and Pinnell assessments are used to track students' growth toward reading on grade level. She also noted that the Measures of Academic Progress (MAP) assessment is used as the universal screener to assess students three times per year and inform Response to Intervention (RTI) decisions. Ms. Valentin stated that Fountas and Pinnell is commonly used for guided reading and provides helpful data on phonemic awareness and comprehension. She added that teachers use this data to develop instructional plans, collaborate, and build student skills via small group instruction. Dr. Odumosu noted that the data from multiple assessments is triangulated to ensure that teachers are targeting the right areas of focus.

Dr. Noble asked the school to describe how predictive are the formative assessments of performance on State assessments. Dr. Odumosu explained that the formative assessments provide data regarding skill deficits as opposed to specific performance levels students achieve on the Smarter Balanced Assessment. However, she added, the formative assessments strongly correlate with low- and high-performance, in general, on State assessments and for determining focus areas. Dr. Noble asked if the formative assessments are the primary means for guiding instruction. Ms. Valentin noted that student work also provides additional data points. She added that data trackers are the tools teachers use daily to assess student work. Ms. Valentin explained that the formative assessments serve as the school-wide, umbrella assessments and the anecdotal data collected by teachers are the focus of professional learning community (PLC) discussions. She noted that CSNC teachers are comfortable with accessing multiple sources of data to inform instruction.

Dr. McCrae referenced page 42 of the renewal application (section b) which reads, "A third focus is for Charter School of New Castle to adjust curriculum to ensure all or most of the content taught for the entire year is completed prior to May 1st coupled with increasing instruction in writing by integrating writing curriculum." She asked the school to describe instruction between May 1st and June 10th. Ms. Novasel stated that students review any standards for which they have not demonstrated mastery. Dr. McCrae stated that the May 1st timeline seems rushed. Dr. Odumosu explained that the intent is not to rush through the content, but to expose students to the key standards before they take the summative assessment in May. She also stated that after the assessment period the goal is to reinforce skills and forecast content for the upcoming

school year.

Ms. Veneema referenced the school's Annual Determination regarding the Individuals with Disabilities Act (IDEA) and noted concerns with the performance of special education students. In English Language Arts (ELA), there were four grade levels with 0% proficiency and in math there were three grade levels with 0% proficiency. She asked the school to describe its efforts to improve the performance of special education students. Dr. Walker stated that the school's initial focus was to improve the student identification process for special education services. She added that students were under-identified and, as a result, had significant gaps by the time of identification. Dr. Walker also noted that the strategies for special education students are similar to the general education students in that there is an improved process to pinpoint where students are struggling in ELA in and math and provide targeted instruction in small groups and maximize RTI time. Dr. Walker stated that another goal was to increase parent involvement to ensure that the instruction provided at school has reinforcement at home.

Ms. Veneema asked the school to describe its system of Multi-Tiered Systems of Support (MTSS). Ms. Valentin stated that Engage NY is the foundational curriculum and, based on the research, it was developed for students who are on grade level and beyond. She also noted that other curricula such as Go Math, Wapole Phonics, EasyCBM, (Easy Curriculum Based Management) and others have been implemented for students identified for Tier III supports. Ms. Valentin explained that classrooms are set up in a centers format where teachers deliver grade-level content in small groups while other students work on a computer-based program, Freckle, which tracks academic growth. Tier I students, she added, work independently on various projects. She added that this changes every week to provide students with a variety of ways to reach their academic goals. Ms. Valentin stated that several years ago, Brandywine School District implemented the Wapole Bookworms curriculum for students who required Tier III supports. At the time, she worked in Brandywine School District and had an opportunity to observe the curriculum's benefits and she implemented it at CSNC. Ms. Novasel stated that students also receive a leveled literacy intervention with Fountas and Pinnell to close reading gaps.

Dr. Odumosu stated that a similar approach is used for the middle school students and the goal is to identify deficit areas and target them in meaningful ways. She explained that during the RtI schedule students receive multiple opportunities to learn specific skills based on the data. Ms. Valentin noted that once Tier III students are identified there is a deeper analysis of their data to determine the lowest 10% of that group and build specific strategies to meet their needs. She added that during the Child Find process behavioral data and other trend student data are reviewed to build a comprehensive student profile that drives targeted interventions. Ms. Veneema suggested that the school establish a Tier II problem-solving team to identify and address issues before students are identified for Tier III supports.

Dr. Noble noted that the school's 2018-19 DSSF rating for Progress Toward English Language Proficiency for English learners (EL) was "Well Below Expectations" and asked the school to discuss the greatest challenges with serving English learners. Dr. Odumosu stated that the

greatest challenge is identifying the best curriculum and best methods to support the needs of English learners. She also noted that age of entry and doing a better job with determining whether push-in or pull-out approaches yield better results for particular students. Dr. Odumosu added that the school currently serves a small number of EL students, which creates challenges with grouping students with similar needs. Additionally, scheduling for such a small number of students with different entry points can be very challenging. Ms. Valentin stated that supporting EL students is personal for her because she was an EL student when she relocated to the U.S. from Haiti as a child, speaking only French and Creole. She noted that one of the misconceptions regarding EL students is that they do not understand, but they are actually working to transform the vocabulary into their own language. Ms. Valentin underscored that age of entry is a critical factor; the supports required for a student who enters in kindergarten are vastly different than a student who enters in middle school.

Ms. Austin asked the school to describe its professional learning for staff to ensure that changes in educator practices align to students' needs. Dr. Odumosu stated that the school currently uses the Teaching Excellence Framework (TEF), which is the teacher evaluation. She noted that TEF provides the structure and every instructor is assigned a coach who provides at least 6-8 sessions of feedback on specific components of their classroom instruction. She added that professional development is designed to be very responsive to what students and teachers need over the course of the school year. Dr. Odumosu added that in October, DDOE's Dr. Hozien provided a professional development session on trauma-informed instruction. In addition, weekly PLC meetings occur at the elementary level and weekly data meetings occur at the middle school level. Ms. Valentin stated that when she was an educator at Uncommon Schools she learned a lot about data-driven instruction and has incorporated many of best practices at CSNC. She added that the CSNC leadership team attended the Data Wise Project at Harvard University's Graduate School of Education. Ms. Valentin also noted that CSNC's leadership team are all Impact Relay graduates and adjuncts. Ms. Valentin noted how these partnerships have helped the school to stay current with innovative instructional practices.

Ms. Novasel stated that teacher survey data is very positive regarding the professional development that has been provided over the past five years ago. She added that another proof point of the effectiveness of CSNC's current professional development is when she observes teachers implementing the strategies they have learned in their classrooms. Ms. Valentin stated that six teachers have joined Relay because they saw value in the program. Ms. Austin suggested incorporating an evaluation component to measure the impact of implementation and ensure that efforts are focused and streamlined.

Section 3: Organizational Performance

Dr. Longfellow asked the CSAC if they had any comments or questions regarding the organizational performance section of the school's renewal application. There were none.

Section 4: Financial Performance

Dr. Longfellow provided the following feedback regarding the school's FY19 financial performance:

1. FY19 Audit results:
 - a. No findings;
 - b. Clean audit opinion;
 - c. No related party transactions identified;
 - d. Long-term debt: The school has a mortgage of \$3,415,330 with a balloon payment that was originally due 12/1/19; however, the lender agreed to a one-year extension, which is now due on 12/1/20. This could be a potential problem for the school if they are unable to refinance the loan before the balloon payment is due, or secure an additional extension of the balloon payment.

Mr. McDowell stated that the loan is with the National Council on Agricultural Life and Labor or NCALL and the current documents provide an option for the school to request another extension from 2020 to 2021, subject to NCALL verifying the school's financial stability.

- e. No outside accounts.
2. Section 3.8 Closure Requirements (Page 81)
 - a. What is the current summer pay obligation? The school notes that the "summer reserve is allocated separately..." Does that mean that the funds are maintained in a separate appropriation?

Ms. Lambert stated that the total salary expenses reflected on each of the budget sheets includes summer salaries. She offered to break out the summer pay, if needed. Ms. Hughes requested that the school clearly note in the budget narrative that the summer pay obligations are included under total salaries. Dr. Longfellow noted that future budget sheets should reflect the authorized enrollment not expected actual enrollment.

- b. The school has not address the third bullet in this section (identification of individuals responsible for handling the school's final closeout activities).
3. 6.1 Projected Enrollment (Page 92): The school's current authorized enrollment is 790. The 100% budget appears to be based on an approved enrollment of 760. The school needs to clarify their desired enrollment for the next charter term by providing an updated projected enrollment chart.

Ms. Lambert stated that the school's authorized enrollment was modified from 830 to

790 effective FY19. She stated that the five-year projected enrollment is based on the capacity of the current facility. She added that 760 students falls in the range of the 95% threshold. Dr. Longfellow noted that the 100% budget should reflect 100% of your authorized enrollment versus actual enrollment. He added that the intent of the 80% budget is to plan for the worst-case scenario. Mr. Travers asked the school to clarify its projected enrollment. Ms. Lambert stated that 760 student is ideal based on the capacity of the current facilities. Dr. Odumuso stated that an architect has explored potential expansion options, but if nothing were to change, the maximum enrollment would be no more than 770. Dr. Longfellow asked if the school currently has a waitlist. Dr. Odumuso confirmed that the school has a small waitlist of students.

4. The 100% and 80% budgets are balanced and show adequate carryover from year to year. There are clearly defined assumptions in the narrative. Financial performance has regressed over the charter term, but it is mostly attributable to the change in location. CSNC currently still owns and pays a mortgage on the 1101 Delaware Street property, but currently operates at the Lukens Drive property. The school currently has a tenant at the Delaware Street property, which helps mitigate some of the expenses and there are plans to sell the property to the current tenants during the fiscal year. Additionally, the school invested in the Lukens Drive property which impacted their reserves.

Mr. McDowell stated that the Delaware Street property has been on the market for four years. He added that the current tenant is occupying half of the building and has an option to occupy the remaining half next year or purchase the property.

Section 5: Five-Year Planning

Dr. Longfellow asked the CSAC if they had any comments or questions regarding the Five-Year Planning section of the school's renewal application. There were none.

Application for Major Charter Modification

Dr. Longfellow stated that CSNC submitted an application for a major charter modification to revise the school's mission statement. He asked the school to provide an overview of the application. Dr. Odumuso stated that the current mission statement was inherited from the previous administration when the school was formerly named Family Foundations Academy. She explained that the school initiated a process to engage current families and staff to develop a mission statement that is more reflective of the school's work over the past five years. Dr. Odumuso also noted that there was a desire for the mission statement to reflect the school's unique characteristics such as diversity, its character development program, and promoting educational success beyond CSNC.

Dr. Longfellow asked the CSAC if they had any comments or questions regarding the school's request to revise its mission statement. Ms. Massett commented that CSNC is not seeking to change what they are doing as a school but revise the language of their mission statement. She added that the school is not proposing to change its educational program or target population. Dr. Noble asked for clarification regarding the charter regulations. Mr. Parson referenced DE Admin. Code 275.9.8.1.7, which provides that:

9.8.1 A major modification is any proposed change to a charter, including proposed changes to any condition placed on the charter, which would:

9.8.1.7 Alter any of the following: the school's mission, goals for student performance, or educational program; or

Mr. Parson noted that the term "mission" has not been defined in the law. He added that the terms "mission" and "mission statement" have been used interchangeably over time. Dr. Longfellow stated that based on the current regulation, a change to the school's mission requires CSAC review. He commented that the school's current mission statement appears to have unique elements that align with the legislative intent for charter schools which provides that charter schools were intended to "encourage the use of different and innovative or proven school environments and teaching and learning methods..." (see 14 Del. Code, Chapter 5). Dr. Longfellow stated that the proposed mission statement does not necessarily reflect the legislative intent but could describe almost any Delaware public school.

Ms. Oravez stated that she appreciated the reference to academics in the proposed mission statement because it is not reflected in the current mission statement. Dr. McCrae noted that the current mission statement includes language about addressing family structure, but the proposed mission statement excludes this language. Mr. Parson noted that the primary focus is on what the educational program provides. Ms. Valentin stated that the proposed mission more accurately reflects the educational program over the past five years. She also noted that the proposed mission statement was developed based on a board working group process that incorporated parent voice, staff voice, and student voice. Mr. McDowell stated that when he first became involved with CSNC five years ago the stakeholders he spoke with could not explain how the school actualized the current mission statement regarding address family structure.

Dr. Longfellow referenced 14 Del. Code § 512 (3), which provides that "The mission statement, goals and educational objectives are consistent with the description of legislative intent set forth in § 501 of this title and the restrictions on charter school operations set forth in § 506 in this title;" Dr. Haberstroh stated that the mission statement should align with the legislative intent of the charter law and provide some indication of what is innovative or different about the educational program. Mr. Taylor commented that the mission statement should reflect the current unique characteristics of the school versus what was in place five years ago. Dr. McCrae stated that the school's description to the CSAC of the current educational program is very different from five years ago, but the proposed mission statement does not fully capture the what is special about the school now. Dr. Longfellow noted that the school could include as part

of its response to the CSAC Initial Report a revised mission statement.

Conclusion

Dr. Longfellow asked voting members of CSAC whether there was any additional information that it required to inform its decision-making.

The following information was requested:

1. Academic Performance
 - a. **English Language Proficiency:** Plans for interventions to improve English Language proficiency.
2. Organizational Performance
 - a. **Educational Program:** See Appendix 1 for review notes from DOE's Curriculum, Instruction and Professional Development workgroup.
3. Financial Performance
 - a. **Budget Narrative:** Submit updated budget narrative specifying where summer pay obligations are reserved.
 - b. **Closure Requirements:** Identify individuals responsible for handling the school's final closeout activities.
 - c. **Projected Enrollment Chart** (Application Section 6.1): Submit a revised chart (see Appendix 2) reflecting the school's projected authorized enrollment over the next five years. (Note: This will be used to determine the school's compliance with the 14 Del. Code § 506 (c)(1) which provides that "On or before April 1 of each school year, a charter school shall have enrolled, at a minimum, 80% of its total authorized number of students")
4. Application for a Major Charter Modification
 - a. If necessary, submit a revised mission statement that aligns with the legislative intent.

Next Steps:

- The CSAC will provide the school with an Initial Report no later than November 7, 2019.
- The applicant will have the opportunity to submit a written response to the CSAC Initial Report, which is due by close of business on November 22, 2019.
- The final meeting of the CSAC will be held on December 2, 2019, 2nd Floor Cabinet Room, Townsend Building, Dover.
- A public hearing will be held on November 13, 2019, New Castle County Public Library, 424 Delaware Street, New Castle, DE.

- If necessary, a second public hearing will be held on December 10, 2019, Cabinet Room, Townsend Building, Dover, DE.
- The public comment period closes on December 13, 2019.
- The Secretary of Education will announce her decision at the December 19, 2019, State Board of Education meeting.

**Delaware Department of Education: Academic Support Team
Charter Renewal Curriculum Review**

School: New Castle Charter School

Date: 8/16/19



ENGLISH/LANGUAGE ARTS

Overall Evaluation:

- **Meets Expectation**
- Partially meets expectations
- Does not meet expectations

Commendations:

- Charter School of New Castle has adopted Expeditionary Learning as their 3-8 English/Language Arts curriculum resource. This resource is highly aligned to our state's standards as evaluated by EdReports. RTI procedures adhere to the state's regulations – extra time built in schedule for small group instruction.
- Using a variety of assessments, multiple data sources are used to analyze student achievement. (MAP, DIBELS, F & P Benchmark, EasyCBM)

Recommendations:

- Charter School of New Castle has adopted the Louisiana Guidebooks as their K-3 English/Language Arts curriculum resource. This resource is generally aligned to the Delaware State Standards, but pulls from the highly aligned Core Knowledge curriculum for some lesson plans and resources. American Reading Company also supplies text bundles for this resource as well. Please ensure that all teachers and students have access to these instructional resources and grade-level texts.
- The Louisiana Guidebooks provide limited guidance regarding the instruction of the foundational reading skills. Your RTI School Plan and Process suggests that these skills are addressed in small group work using the model presented in *How to Plan Differentiated Reading Instruction: Resources for Grades K-3* by Dr. Sharon Walpole and Dr. Michael McKenna. The approach of this model, while laudable, conflicts with approaches suggested by some of the other resources provided, such as Fountas and Pinnell. Please ensure teachers/instructors are clear on which approach to use in their Tiers 1 and 2 instruction where these foundational skills are addressed.

MATHEMATICS

Overall Evaluation:

- **Meets Expectation**
- Partially meets expectations
- Does not meet expectations

Commendations:

- Charter School of New Castle has adopted Engage New York as their K-8 mathematics curriculum resource. This resource is highly aligned to our state's standards as evaluated by EdReports. RTI procedures adhere to the state's regulations – extra time built in schedule for small group instruction (Resource not identified).
- Using a variety of assessments, multiple data sources are used to analyze student achievement. (MAP, Formative assessments, summative assessments, exit tickets)

SOCIAL STUDIES

Overall Evaluation:

- Meets expectations
- Partially meets expectations
- **Does not meet expectations**

Recommendations:

- Identify the targeted DE standards in the pacing guide.
- Decide which lessons from the vendor and the school uses to target DE standards.
- Integrate meaningfully the lessons from the vendor with the DE Recommended Curriculum resources to provide instruction in all of the standards targeted for each grade.
- Join the Social Studies Coalition Assessment Bank in Schoology (Access Code Q33RS-685Z5) to use these resources as models and to develop formative and interim assessments. Have teachers create and regularly analyze and revise common assessments to include questions with a higher depth of knowledge expectation to help raise the rigor and expectations for student learning. Having common assessments facilitates data discussions around achievement of social studies standards. Establish criteria for common assessments – such as an anchor set for summatives – in order to use them in the instructional cycle and develop specific feedback for student
- Develop written curriculum for social studies standards in each grade. Use the Delaware Recommended Curriculum as a model from which to begin. This would allow administrators to check the enacted curriculum against this written plan to provide feedback. Teachers need a written curriculum that maps out and guides the day to day lesson decisions. A written curriculum helps to ensure a line of succession for new teachers, and also set a baseline to differentiate above and below that line. Aligned written curriculum is required by regulation (14 DE Admin. Code 501, 502) and documentation includes unit plans, lesson plans, assessments, and an explanation of modifications or enhancements to curricula for specific subgroups such as students with disabilities, gifted students, or English learners.

Expectations:

- Provide a schedule of time allotted for social studies instruction in each grade. This is a school schedule for each grade, not the estimated minutes for each lesson from the vendor. A file labeled FINAL CSNC ES Schedule could not be opened by any program on my desktop.
- Provide one sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Provide a CSNC-created scope and sequence showing standards targeted and major topics for each grade/course in the school. Documents provided show no coherence or strategy of

alignment used to target standards and instruction. Resources from the DE Recommended Curriculum are in a series of folders. Resources from a vendor are in other folders. There is a document from SAISD (a school district in another state?) with standards that are not from Delaware. There is a document from Louisiana. Merge these resources thoughtfully at least or preferably use Delaware's expectations to meet social studies standards and instructional expectations.

- With all of the myriad documents provided, there is nothing related to grade 7. The DeSSA Social Studies is given in grade 7.

SCIENCE

Overall Evaluations

- Meets Expectations
- Partially meets expectations - not all evidence was turned in
- Does not meet expectations

Commendations:

- There is evidence of a scope and sequence that matches the NGSS topical pathway adopted by Delaware.

Recommendations:

- Delaware Science Coalition MOA was sent out in July 2019, but has not been returned signed. Recommendation is to sign and return the MOA.
- There was no evidence of a LEA professional development plan. It is recommended that teachers take the NGSX training at the state level when offered. Next training starts on Sept. 24th (PDMS Course #28098) It is recommended that teachers and administrators use the website: www.stemteachingtools.org to help build their understanding of NGSS. Professional development modules are already build with power points, handouts and strategies for teachers to use in their classrooms. Examples of the professional learning modules:
 - [Session A: Introduction to Formative Assessment to Support Equitable 3D Instruction \(60-70 minutes\)](#)
 - [Session B: How to Assess Three-Dimensional Learning in Your Classroom: Building Assessment Tasks that Work \(60-70 minutes\)](#)
 - [Session C: Making Science Instruction Compelling for All Students: Using Cultural Formative Assessment to Build on Learner Interest and Experience](#)
 - [Session D: How to Craft 3D Classroom Science Assessments](#)
 - [Session E: Selecting Anchoring Phenomena for Equitable 3D Teaching](#)
 - [Session G: Learning to See the Resources Students Bring to Sense-Making](#)
- There was no evidence of an administrator walk through and/or monitoring tools. These tools need to reflect the shifts of the science standards. A suggestion might be to use the DDOE page, <https://www.doe.k12.de.us/Page/3954>, to help with aligning a walk through and/or monitoring tool to reflect the shifts of the standards. Many of these shifts include ELA strategies within the context of science.
- There was no evidence of how the school ensures accessibility for all students in science. A recommendation would be to include a schedule of when science is taught to all students, and a description of how all students are having access to science. References to help ensure all students have accessibility:
<http://stemteachingtools.org/brief/15>
<http://stemteachingtools.org/brief/27>

VISUAL AND PERFORMING ARTS

Overall Evaluation:

- Meets expectations
- Partially meets expectations
- **Does not meet expectations**

Visual Arts

Commendations:

- A full complement of visual arts curriculum was submitted for all grades in the school.
- A PDF of the Visual Arts standards documents was submitted.

Expectations:

- Engage Charter School of New Castle arts educators in the development and refinement of curriculum. The units of instruction submitted for review appeared to be resources acquired from a Core Knowledge conference prior to 2016. (Delaware adopted new standards for visual arts in 2016). These units were created by teachers from Colorado, Virginia, Texas, and Illinois and cited Illinois State Goals and Texas Essential Knowledge as learning targets. While the school acknowledged Delaware's standards, none of the curriculum submitted aligned to the state adopted standards for Visual Arts.

Music:

Commendations:

- A full complement of music curriculum was submitted for all grades in the school.
- A PDF of the Music standards documents was submitted.

Expectations:

- Engage Charter School of New Castle arts educators in the development and refinement of curriculum. The units of instruction submitted for review appeared to be resources gleaned from Christina School District prior to 2016. (Delaware adopted new standards for music in 2016). These unit maps were created in 2010 and do not reflect standards instruction in Creating, Performing, Responding and Connecting. While the school acknowledged Delaware's standards, none of the curriculum submitted aligned to the state adopted standards for Visual Arts. Learning targets were cited as GLE's or GSEs.

VI. Five-Year Planning

6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Note: This will become the school’s authorized enrollment for the new charter term.

Projected Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total						

Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school’s charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school’s charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a [Charter Modification Application](#) including budget sheets, and budget narrative reflecting the new enrollment figures.**