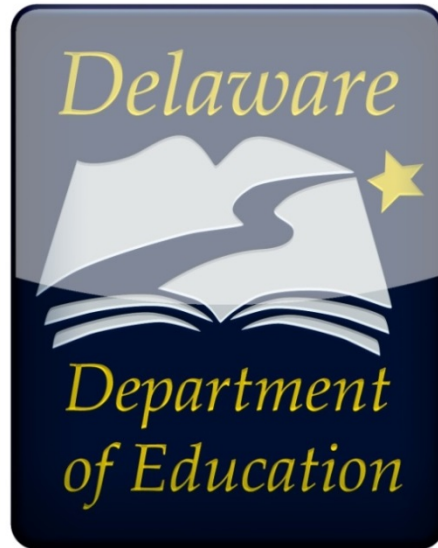


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Delaware Academy of Public Safety and Security

**FORMAL REVIEW
FINAL REPORT**

CSAC Final Meeting: February 20, 2018
CSAC Final Report Published: February 22, 2018

On January 18, 2018, the Department of Education with the consent of the State Board of Education placed the charter of Delaware Academy of Public Safety and Security (“DAPSS”) on Formal Review, pursuant to Title 14, Delaware Code, Section 515(b), to determine whether the school is violating the terms of its charter and, if so, whether to order remedial measures.

The following were in attendance at the Final Meeting of the Charter School Accountability Committee (CSAC) on February 20, 2018:

Voting Committee Members of the Charter School Accountability Committee

- Karen Field Rogers, Deputy Secretary, DDOE
- Tracey Neugebauer, Education Associate, Exceptional Children Resources, DDOE
- Chuck Taylor, Head of School, Providence Creek Academy
- Chandra Pitts, CEO, One Village Alliance, Community Member
- Deb Hansen, Education Associate, Academic Supports, DDOE
- Maria Stecker, Education Associate, Educator Evaluation, Educator Effectiveness & Talent Management Workgroup, DDOE

Non-voting Committee Members of the Charter School Accountability Committee

- Donna Johnson, Executive Director, Delaware State Board of Education
- Kendall Massett, Executive Director, Delaware Charter School Network

Staff to the Committee

- Catherine T. Hickey, Deputy Attorney General, Counsel to the Committee
- Denise Stouffer, Lead Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Financial Reform and Resource Management
- John Carwell, Education Associate, Charter School Office, DDOE
- Sheila K. Lawrence, Administrative Secretary, Charter School Office, DDOE
- Jen Roussell, Administrative Secretary, Operations Support, DDOE

Representatives of the School

- Margie Lopez Waite, Board Chair
- Herb Sheldon, Head of School
- Dusty Blakey, Superintendent, Colonial School District
- David Wainwright, Director of Public Safety
- Kim Whyte, Director of Cadet Services

Discussion

Ms. Field Rogers explained that the purpose of the meeting was for the CSAC to review the relevant statutory criteria as to whether the charter holder is violating the terms of its charter and, if so, whether remedial measures might be warranted to inform the recommendation to make to the Secretary. She also noted that at the initial meeting, held on January 30, 2018, the CSAC discussed the bases for formal review that were outlined in a letter to the Delaware Academy of Public Safety and Security (DAPSS) Board of Directors dated January 18, 2018. Those potential violations of the law and the charter included:

- Academic Performance
- Financial Performance, Student Enrollment and Financial Viability
- Organizational Performance

The CSAC identified a number of areas of concern and requested responses from the school to 17 items that were provided in the initial report. Ms. Field Rogers asked the CSAC members if the school's response addressed each of the concerns sufficiently and whether they had additional or follow up questions.

Ms. Massett requested that the school be provided an opportunity to make brief opening remarks to help frame the CSAC's discussion. Ms. Field Rogers stated that the school could have ten minutes for opening remarks.

Ms. Lopez Waite stated that she wanted to highlight some of the data in the school's response to the CSAC Initial Report to provide clarity to help the CSAC evaluate the school appropriately. She acknowledged that DAPSS students have not demonstrated the academic performance of which they are capable. She noted that many of the questions in the CSAC Initial Report focused on DAPSS' past performance. She stated that the Board recognizes the importance of analyzing what went wrong in the past in order to develop an appropriate action plan. She noted that representatives of DAPSS' strategic partners, Colonial School District ("Colonial") and Aspira Academy ("Aspira"), were invited to the meeting to field any questions about the DAPSS transformation plan.

Ms. Lopez Waite stated that high schools across the State have had academic challenges due to the increased rigor of the SAT assessment. She also noted that these challenges are compounded at DAPSS due to the school's small class sizes and student attrition. She stated that DAPSS students are growing academically. As an example, she noted that the school looked at student feeder school patterns and found that in school year 2015-16, 46 DAPSS students took the SAT exam. These students, she added, represented 11 feeder schools and 6 school districts. Ms. Lopez Waite noted that academic growth for DAPSS students has been consistent with their feeder pattern schools. While students' scores have fluctuated, she added, DAPSS students have scored within 50-150 points of the State average. She noted an error in the school's written response to the CSAC Initial Report which stated "5-150 points"

instead of “50-150 points.” Ms. Lopez Waite also noted that DAPSS scored above three of the feeder pattern schools for the past three years.

Ms. Lopez Waite stated that other factors which have impacted the school’s academic results are the actual number of students assessed each year and the addition of new students each year. She stated that 91 students were assessed in school year 2014-15 in contrast to 47 students in school year 2016-17. She added that students enrolled at DAPSS for three years or more have performed better than students with less time at DAPSS. She stated that 35% of students assessed during school year 2016-17 attended DAPSS for 18 months or less prior to the State assessment. She stated that during school year 2016-17, reading proficiency for students enrolled less than two years at DAPSS was 0% in contrast to 23% for students who were enrolled for three or more years. She noted that the longer students are enrolled at DAPSS the better they perform.

Ms. Lopez Waite stated that DAPSS’ story is not about a struggling high school but a larger story about all high schools across the State which are faced with growing academic achievement gaps and changing State assessments. She stated the school’s response noted that 84% of DAPSS’ current freshmen did not demonstrate proficiency in reading and 98% did not demonstrate proficiency in math based on their 8th grade Smarter Balanced Assessment Consortium (SBAC) scores. These daunting results, she added, do not reflect students potential but simply provide a starting point and help the school determine where to focus its instructional practices to address students’ gaps in knowledge. She stated that the school’s instructional program needs better alignment to the SAT assessment. She added that based on an initial assessment of the STAR data, it does not appear that the assessment provides the necessary alignment to drive targeted instruction. Ms. Lopez Waite noted that part of the school’s transformation plan includes partnering with Colonial and other high schools to evaluate whether the STAR assessment is the appropriate tool and whether the instructional resources currently in place are yielding the desired results.

Ms. Lopez Waite noted that students’ feeder schools have had similar struggles with SAT achievement. She added that DAPSS students are entering 9th grade below proficiency as measured by their 8th grade SBAC scores. She stated that some may wonder why students continue to enroll at DAPSS. She stated that many students provided comments at the school’s February 13th public hearing and many of them reported that they felt lost in their previous schools, felt overwhelmed by the size of their feeder schools and the learning environment was not a good fit. She added that many students also reported how they had behavioral problems prior to enrolling at DAPSS and/or initially when they arrived at DAPSS but improved their behavior because the close-knit environment at DAPSS helped them feel connected to teachers and their peers. Other students, she added, stated that DAPSS has become part of their family and a place where they feel a sense of belonging and identity.

Ms. Lopez Waite emphasized the importance of meeting students where they are and not providing education with a one size fits all approach. She stated that providing each student with what they need to be successful provides unique niches for some students. She stated that

DAPSS' strategic partners have agreed to help DAPSS to get back on track. She stated that DAPSS partners recognize the unique purpose DAPSS serves in the community and its potential to serve on a grander scale. She asked Dr. Blakey to speak to the importance of the strategic partnership.

Dr. Blakey stated that last week the Colonial School Board agreed to become a strategic partner for DAPSS which includes consultation over the next year to help the school improve its academic pathway programs. He stated that DAPSS is located in New Castle and provides a unique niche in the community. He stated that approximately one-third of DAPSS students reside in Colonial. He added that many DAPSS students have attended Colonial middle schools which have improved academically. He stated that Colonial middle schools have also adopted theme-based pathways that align to DAPSS. He stated that Colonial's high schools also have pathways that align to DAPSS' educational program. Dr. Blakey noted that one of Colonial's guiding pillars is access and opportunity. He stated that Colonial's partnership with DAPSS will provide students with more access and opportunity. Ms. Lopez Waite commented that for many years DAPSS has been working alone. She added that a major part of the school's transformation plan includes strategic partners like Colonial and Aspira to help turn the school around.

Ms. Field Rogers asked the CSAC if they had any questions for the school. Ms. Hansen commended the school for the data presented in its response to the CSAC Initial Report. She noted that for some reason the school lost many of its highly able learners and struggling students became more concentrated at the school. She commented that professional development is very important and asked the school to explain the outcomes of professional development provided to date, what has proven to be successful, and how the partnership with Colonial will support the school's professional development plans going forward. Ms. Lopez Waite stated that she had only been involved with DAPSS for two and a half weeks. She stated that based on her experience at Aspira, there is a big difference between the quantity and quality of professional development. She stated that the partnership with Colonial will be critically important for DAPSS. She added that the bottom line for professional development is results. She stated that an analysis of the school's professional development plan will help identify any issues with the quality, delivery and application of the skills learned. Ms. Hansen suggested that the school add a teacher feedback component to the professional development plan and consider what the school can do systemically to support teacher learning and how these efforts impact student performance. Ms. Hansen also suggested that the professional development plan include benchmark information.

Ms. Stecker asked Mr. Sheldon to describe any coaching and support he has received to better support teachers. Mr. Sheldon stated that he has not received effective evaluation and support. Ms. Stouffer asked the school to describe what the school has implemented relative to professional development to address the renewal conditions. Mr. Sheldon stated that he and Dr. Thomas started in 2016 and noted that the changes they implemented required staff to make adjustments. He acknowledged that the professional development provided was systemically focused but did not include a teacher feedback component. Ms. Hansen asked Mr.

Sheldon to describe how his administrative team collects classroom walk-through data. Mr. Sheldon stated that classroom walkthroughs were one of Dr. Thomas' primary roles. He stated that Kim Whyte will be promoted to some administrative roles following Dr. Thomas' resignation and the school will receive support from its strategic partners, Colonial and Aspira.

Mr. Taylor referenced the school's 2017-18 professional development calendar and asked if the school actually held the professional development scheduled for February 16, 2018 with Dr. Santore. Ms. Lopez Waite stated that the professional development was cancelled due to the death of a staff member. Mr. Taylor asked the school if it will provide the other professional development outlined in the calendar. Ms. Lopez Waite stated that some adjustments will be made to ensure that the time is impactful. Mr. Taylor expressed concern that there might be a disconnect between the written professional development plan and what is actually implemented. He commented that the CSAC is looking for some assurance that the school will provide professional development through professional learning communities (PLCs) as indicated in the professional development plan and that it will be implemented effectively.

Mr. Taylor commended Dr. Blakey for Colonial's commitment to DAPSS. He stated that the school provided a plan several years ago which did not yield the intended results and now the school requests additional time to implement a new plan. He asked the school to provide information about the path forward. Dr. Blakey stated that Colonial has already begun discussions about including DAPSS teachers in their professional development plans moving forward based on the school's needs. He stated that Colonial provides a variety of professional development opportunities and the district disseminates a professional calendar every Friday. He added that DAPSS teachers are welcome to participate in any of the district's professional development since the Colonial School Board approved the partnership last week. Dr. Blakey stated that some of the professional development will align with the district's middle schools and some will align with the district's high schools. Ms. Lopez Waite stated that she is leading a staff analysis to determine whether each role is having a positive impact on student achievement. She stated that staffing changes are going to happen.

Ms. Neugebauer stated that the school's Response to Intervention (RtI) data shows that about 50% of students are in Tiers II and III. She stated that it is more common for schools to have about 20% of students in these tiers. She commented that this data indicates some issues with the school's Tier I instruction and/or implementation fidelity. She asked the school to describe how it will address this issue. Ms. Lopez Waite agreed that the data is lopsided and confusing. She stated that the partnership with Colonial and Aspira will strengthen the school's capacity in this area. She stated that the school has already identified a candidate for the Director of Curriculum and Instruction position and this person will start on July 1, 2018. In the interim, she added, the candidate will offer her time on a volunteer basis.

Ms. Neugebauer asked the school to address the special education goals and metrics outlined on page 7 of the school's response. Ms. Lopez Waite stated that the goals and metrics will be used by Colonial to evaluate the school's performance and inform their decision to authorize

DAPSS. Dr. Blakey stated that his district is in the process of establishing professional development for this year and next year that is specific to special education.

Ms. Pitts expressed concern that the proposed transformation plan was not driven internally but externally by the formal review process. She asked Dr. Blakey if Colonial had established a contractual relationship with the school. He stated that the contract is currently being drafted. Ms. Pitts stated that the school's efforts appear to be a scurried process. Ms. Lopez Waite stated that the school has an organized sense of urgency. Ms. Pitts asked the school to explain why Colonial is the best partner for DAPSS considering that some of the district's schools are low performing, similar to DAPSS. Ms. Lopez Waite stated that there is direct alignment between the career pathways offered at William Penn High School and DAPSS. She added that DAPSS is located within Colonial's boundaries with a one-third of its students residing in the district. She also noted that the district has similar goals and challenges but some of their schools have been able to make better progress than DAPSS. She also stated that there is some learning that DAPSS can glean from the district. She added that high school academic performance is not only a DAPSS struggle but a statewide struggle. She stated that the partnership is one example of different organizations coming together for the common good of the school.

Ms. Pitts asked the school to describe the contractual services that Colonial will provide to DAPSS. Ms. Lopez Waite stated that Colonial and Aspira will provide some positions based on their respective leadership capacities. Ms. Pitts asked if their contracted positions would be serving in dual roles. Ms. Lopez Waite stated that any contracted positions would be fully dedicated to DAPSS. Dr. Blakey stated that low income students in his district have been performing better over time in comparison to other districts. He stated that one of the district's goals is to ensure that every student has access to quality instruction. He added that Colonial was the first district to create its own teacher evaluation system. He added that Colonial transitioned from the Delaware Performance Appraisal System (DPAS) to a system that is specific to Colonial's needs. He added that the DPAS focus areas have been condensed to four. He stated that all Colonial teachers get up to 10 reviews per year between walk-throughs and formative evaluations. Dr. Blakey noted that Colonial is building a system that accounts for the instructional needs of students. He added that the goal is to embed the district's system at DAPSS.

Ms. Pitts asked Ms. Lopez Waite if she serving in an interim role and to confirm the length of her term. Ms. Lopez Waite stated that she has committed six months to help DAPSS get on track. She added that she does not want to do anything that would possibly undermine Aspira. She stated that after six months she will revisit her commitment going forward based on consultation with Aspira's Board of Directors and the Aspira community.

Ms. Pitts asked the school to describe how much of the 2017-18 professional development plan will be implemented this year. Ms. Lopez Waite stated that the groundwork will be established this year. She added that the analysis of the school's professional development plans and staffing will be completed by the end of the school year. She also noted that the summer is

critical for student instruction and professional development for teachers. She stated that these focus areas are major reasons why the school has decided not to relocate to another site during the summer.

Ms. Stecker noted that the school has one long-term substitute in the secondary math position. Mr. Sheldon stated that the school is actively looking to hire a permanent math teacher. Ms. Hansen asked the school if its partnership with Colonial would include help with teacher recruitment. Dr. Blakey stated that Colonial and Aspira are currently looking at ways to assist DAPSS with filling its current open positions with certified and qualified teachers. He also stated that Colonial and Aspira will assist DAPSS with sharing their human resources expertise to help refine their hiring process. Ms. Lopez Waite stated that the outcome of the formal review process is critical because educators are looking for stability. She added that it is difficult to attract highly qualified educators during this process.

Ms. Neugebauer asked the school to identify the teacher designated to provide special education services to students in math. Ms. Whyte stated that Mr. Harrison is dual-certified in special education and math. She added that Mr. Harrison teaches math enrichment and provides additional services across classrooms. Ms. Pitts asked Mr. Sheldon to describe the school's challenges, before the formal review process, relative to hiring highly qualified educators. Mr. Sheldon stated that on average, DAPSS pays about 10% less than surrounding districts. Ms. Pitts asked the school how it would overcome this challenge. Ms. Lopez Waite stated that she has learned to maximize resources at Aspira. She added that Aspira pays 90% of Christina School District's salary schedule but salary increases are tiered so that teachers eventually reach 100%. She also noted that charter schools do not receive capital funding and have to be very resourceful. Ms. Lopez Waite stated that there are some practices at Aspira that can be implemented at DAPSS to invest in educators.

Ms. Stecker asked the school if their teachers will be permitted to participate in Colonial's onboarding and mentoring process for new educators. Dr. Blakey stated that in order to coach and guide DAPSS to better practices they will need exposure to better practices but the details of the partnership are still being worked out. Ms. Stecker asked the school to describe how the partnership will be captured in the budget plan. Mr. Sheldon stated that there will be a per pupil fee based on enrollment but the details are still being fleshed out. He stated that there is no immediate financial impact. Ms. Lopez Waite stated that all costs will be captured within the current budget. She added that funds will be reallocated based on the various capacities of each partner organization to optimize resources so that each organization becomes more effective and efficient. Dr. Blakey stated that there will be costs associated with the partnership. As part of its initial evaluation, he added, Colonial will review current expenses to determine how services can be delivered better, smarter and cheaper. He also stated that Colonial would establish milestones that DAPSS would be required to achieve in order for Colonial to authorize their charter.

Ms. Field Rogers asked the school for its current enrollment and the number of students graduating this year. Mr. Sheldon stated that enrollment is currently at 214 students with 62

graduating seniors. Ms. Field Rogers asked about the school's current applicant pool. Mr. Sheldon stated that the school currently has 58 applications and 95% are incoming freshmen. He added that the school has set an enrollment goal of 240, but a budget has been created based on 200 students. Ms. Field Rogers noted that, based on the school's revenue sheets, the school would earn 14.69 units and hire 20.5 employees.

Ms. Johnson commented that while the school currently has a sense of urgency, it is troubling that there was not a sense of urgency when the conditions were placed on the charter renewal three years ago. She asked the school to describe the Board's commitment around the current sense of urgency and follow through. Ms. Lopez Waite stated that she would not have joined the Board or asked Dr. Blakey to partner with the school without a demonstrated sense of urgency and commitment from the Board for positive change. She stated that she has already explored board governance training to help the Board become grounded in its role to support and evaluate the school leader. She reiterated her commitment to the students. She also noted that the Board is looking to recruit additional members. She stated that the Board's past dysfunction was due to a lack of expertise and community connections. She stated that the Delaware Alliance for Nonprofit Advancement (DANA) will help solidify the Board's roles and responsibilities. Ms. Field Rogers noted that no other DAPSS Board members were in present for the CSAC Final Meeting.

Mr. Taylor asked Mr. Sheldon for his thoughts on the school's day-to-day operations. Ms. Pitts asked Mr. Sheldon for his impression about why the sense of urgency took so long. Mr. Sheldon stated that he and Dr. Thomas came to the school with a solid plan to focus on improving academic performance. Mr. Taylor asked Mr. Sheldon to describe his vision for the school going forward. Mr. Sheldon stated that DAPSS will partner with Colonial and Aspira to improve the school's outcomes. Ms. Johnson stated that at the CSAC Initial Meeting, Dr. Thomas stated that she was receiving mentorship through the Delaware Academy for School Leadership (DASL). She asked Mr. Sheldon about mentorship resources he currently has available to increase his instructional leadership capacity. Mr. Sheldon stated that Ms. Lopez Waite will provide mentorship.

Ms. Johnson commended the school for re-evaluating the STAR assessment to determine its usefulness going forward. She asked the school to describe how it measures student growth, college readiness and how it helps students to be successful in their career pathways. Ms. Whyte stated that the school took a closer look at implementing strategies to address the needs of incoming students who came in with deficits in English Language Arts and math. She stated that additional blocks were built into the schedule for students to work on computer-based programs such as IXL and Odysseyware that are designed to improve skills in deficit areas. She added that some of the STAR data was used for instructional planning purposes. Ms. Whyte noted that an advantage of the partnership with Colonial is the ability to connect with feeder middle schools before students arrive at DAPSS. She also stated that additional dual-certified teachers and paraprofessionals were assigned to support students. She stated that students also used Khan Academy to address areas based on their PSAT results. Ms. Whyte

stated that the school's partnership with Colonial and Aspira will improve the quality of the school's RtI process.

Ms. Johnson stated that she was concerned that DAPSS does not have any high school certified math teachers. She noted that Mr. Harrison is only elementary and middle school certified based on the Delaware Educator Data System (DEEDS). She stated that DAPSS had 0% of students demonstrating proficiency in math in school year 2016-17. She asked the school if there were any plans to replicate the success of schools like McCullough Middle School, which implemented curriculum-aligned professional development and if so, to describe any anticipated costs. Ms. Lopez Waite stated that DAPSS would certainly explore integration of successful professional learning models. She added that the new Director of Curriculum and Instruction brings over 30 years of instructional experience and leadership and will inform the school on how to strengthen the current plan. Ms. Lopez Waite stated that she recently met with the Charter School of Wilmington (CSW) to discuss their math initiatives. She noted that CSW has a summer boot camp to provide math enrichment for its incoming 9th graders. She stated that she is exploring other partnerships in addition to Colonial and Aspira.

Ms. Johnson asked the school if there were any plans to recruit teachers from Alternative Routes to Certification (ARTC) programs, such as University of Delaware's program, Relay and/or Teach For America (TFA). Dr. Blakey stated that Colonial has already reached out to Relay and TFA to support Colonial and DAPSS. Ms. Johnson asked the school if there were any plans for students to take classes at Colonial sites. Ms. Lopez Waite stated that instruction would be based at DAPSS. Dr. Blakey stated that Colonial is exploring a distance-learning component for DAPSS.

Ms. Neugebauer requested clarification on when Colonial would authorize DAPSS. Dr. Blakey stated that on February 13, the Colonial Board voted to pursue charter authorization. He stated that the timing would align with DAPSS' next charter renewal with the State. He explained that this would afford Colonial sufficient time to build the necessary infrastructure for charter authorization and establish milestones for DAPSS to demonstrate success. Dr. Blakey stated that if DAPSS does not meet the milestones, then Colonial would suggest that they surrender their charter to the State and Colonial will not authorize the charter. He stated that until then the short-term plan is for Colonial to work with Aspira and DAPSS to provide resources and contracted services to create a foundation.

Ms. Hansen asked the school if there were any plans to revise the curriculum. Ms. Lopez Waite stated that DAPSS may adopt successful curricula from Colonial. She added that Colonial and Aspira are not taking over the school. She stated that it is a partnership that require a sense of urgency and commitment from all stakeholders including the DAPSS community.

Mr. Taylor asked Dr. Blakey how Colonial's Board voted on the partnership. Dr. Blakey stated that the Board voted unanimously in favor of the partnership. Mr. Taylor stated that he was concerned about the timing of the potential transition to Colonial and wanted the school to assure that DAPSS families would be notified by the fall of 2019 regarding the school's path

forward so they would have sufficient time to participate in the school choice process. Ms. Lopez Waite stated that many of milestones with Colonial will be front-ended so that a decision about authorization could be made by fall of 2019 to provide families with sufficient time to participate in the school choice process. Ms. Stouffer noted that DAPSS' charter renewal process with the State would begin in April 2019.

Ms. Stouffer asked the school to confirm that it would surrender its State charter in one year if the school's transformation plan is successful or not. She stated that her understanding was that if the school's transformation plan is successful, Colonial would authorize the school and if not successful, DAPSS would surrender its State charter. Dr. Blakey stated that Colonial's Board agreed to make a decision in roughly a year on whether to authorize DAPSS. He added that if the school's transformation plan is not successful, then Colonial expects that DAPSS would surrender its charter and provide families with sufficient time to participate in the school choice process.

Ms. Neugebauer asked the school if they would consider seeking charter renewal with the State. Ms. Lopez Waite stated that the school envisions a long-term partnership with Colonial. Ms. Johnson asked the school to clarify when parents would be notified about the school's path forward. She stated that parents would need to be notified by December 2018 to participate in the 2018-19 school choice process. Otherwise, she added, the school is actually requesting two years for its transformation plan. Ms. Stouffer stated the school is essentially requesting two years to demonstrate progress. She noted that the charter renewal process would begin in April 2019 and the charter renewal application would be due by September 30, 2019 but DAPSS would not seek renewal. Ms. Lopez Waite reiterated that DAPSS' long-term plan is to be authorized by Colonial but DAPSS is seeking to maintain its charter with the State until the end of school year 2018-19 and go under Colonial starting with the 2019-20 school year. Ms. Lopez Waite confirmed that DAPSS families will be provided sufficient time to participate in the school choice process if the transformation plan is not successful and Colonial does not authorize the school.

Mr. Taylor asked Ms. Hickey about the timeline for districts to notify the Department regarding their intent to authorize charter schools. Ms. Massett interjected that under the Delaware Charter School law, there is no requirement that local school districts accept applications for charter schools, unless it votes to do so by September 1 of each year. If a district does accept applications, it has to hold a public meeting to decide whether to consider the application within 20 working days of December 31.

Mr. Taylor asked Dr. Blakey if Colonial would consider authorizing DAPSS in August 2019 and assume oversight beginning with the 2019-20 school year. Dr. Blakey stated that the Board agreed to provide contracted services through the point of renewal. He added that by the spring of 2019, there would be evidence of the school's progress against their milestones. He stated that if the school is not making progress, Colonial would not seek to authorize the school. Ms. Johnson noted that the Department would issue DAPSS' charter renewal report by April 30, 2019 and instead of submitting a charter renewal application to the Department by

September 30, 2019, DAPSS would seek authorization from Colonial. Ms. Stecker noted that academic performance data for school year 2018-19 would not be available by April 30, 2019. She asked Dr. Blakey how Colonial would determine whether to authorize DAPSS without this data. Dr. Blakey stated that Colonial will base its decision on other metrics besides State assessment data such as teacher quality, academic growth, etc. He stated that the Colonial Board is in the process drafting metrics and milestones for DAPSS.

Ms. Pitts commented that people will drive the school's success. She asked the school if there have been any other changes at the Board level in addition to the Board Chair. Ms. Lopez Waite stated that the Board reelected officers and brought on two new members. Ms. Pitts asked for the number of Board members who have been retained. Ms. Lopez Waite stated that five Board members have been retained but serving in different capacities. Ms. Pitts asked the school to identify the core people who will oversee the transformation plan. Ms. Lopez Waite stated that the Board will provide continuity and oversight of the transformation plan. Ms. Pitts asked Ms. Whyte and Mr. Wainwright how long they have been at the school and to describe their roles. Ms. Whyte stated that she's been at the school for two years overseeing special education, English Learning and has served as the homeless education liaison. Mr. Wainwright stated that he has been at DAPSS for three years and currently oversees the public safety program, student discipline and student activities.

Ms. Stecker expressed concern that Ms. Lopez Waite has only committed six months to DAPSS and asked her what will happen to the school after her commitment has ended. Ms. Lopez Waite stated that her commitment is to see the process all the way through, whether it means transitioning DAPSS to Colonial or ensuring that students transfer to other schools. Ms. Stecker asked the school to describe its process to fill the remaining Board vacancies. Ms. Lopez Waite stated that the Board is currently missing members who have expertise in the public safety fields. She added that the Board is also seeking new members who have fundraising and development expertise.

Conclusion

The CSAC moved that a recommendation be made to permit DAPSS remain open until the end of the 2019-20 school year with the following conditions:

1. By March 29, 2018, the school submit an application to the DDOE's Educator Effectiveness & Talent Management Workgroup to adopt Colonial School District's alternate educator evaluation system.
2. By May 1, 2018, the school enroll 200 students with signed first year agreements.
3. By July 1, 2018, the school hire an instructional leader.
4. By August 1, 2018, the school hire licensed and certified teachers for all core content subjects. If licensure and certification requirements are not met, the school would submit a plan for contracted supports in core content subjects.

The motion carried unanimously.

Next Steps:

- On or before, February 22, 2018, the CSAC will issue a Final Report, which will include its recommendation on the Formal Review.
- A second and Final Public Hearing will be held on March 9, 2018, beginning at 5:00 p.m., at the Department of Education, J.W. Collette Resource Center, Conference Rooms A&B, 35 Commerce Way, Dover, DE 19904.
- The public comment period ends on March 9, 2018.
- The Secretary of Education will announce her decision at the March 15, 2018, State Board of Education meeting.