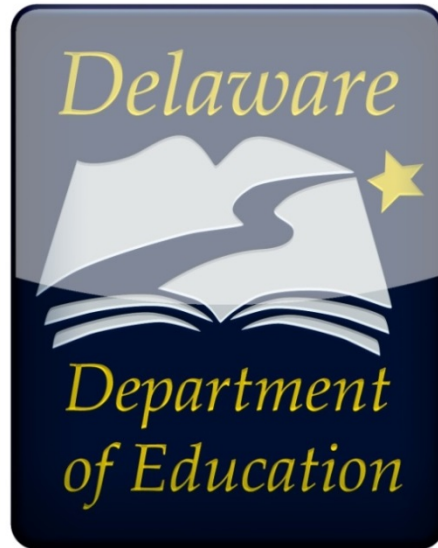


# CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



## Delaware Academy of Public Safety and Security

**FORMAL REVIEW  
INITIAL REPORT**

CSAC Initial Meeting: January 30, 2018  
CSAC Initial Report Published: February 1, 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 Initial Meeting of the Charter School Accountability Committee (CSAC) on January 30, 2018:

**Voting Committee Members of the Charter School Accountability Committee**

- Denise Stouffer, Designated Chairperson of the Charter School Accountability Committee, Lead Education Associate, Charter School Office, DDOE
- Michael Rodriguez, Associate Secretary, Student Supports, DDOE
- Chuck Taylor, Head of School, Providence Creek Academy
- Susan Veenema, Education Associate, Exceptional Children Resources, DDOE
- 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
- Brook Hughes, Education Associate, Financial Reform and Resource Management
- John Carwell, Education Associate, Charter School Office, DDOE

**Representatives of the School**

- Margie Lopez Waite, Board Chair
- G. Dennis O’Brien, Board Treasurer
- Willie Patrick, Board Member
- Herb Sheldon, Head of School
- Erica Thomas, Director of Curriculum and Instruction
- David Wainwright, Director of Public Safety
- Kim Whyte, Director of Cadet Services
- Rebecca Whetstone, Parent

**Additional Attendees Noted**

Jen Roussell, Administrative Secretary, Operations Support, DDOE

## Discussion

Ms. Stouffer explained that the purpose of the meeting was 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 are warranted.

Ms. Stouffer noted that the grounds for formal review were outlined in a letter to the President of the Board of Directors of DAPSS dated January 18, 2018 which outlined the following potential violations of charter:

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

Ms. Stouffer stated that the CSAC would identify any areas of ongoing concern and any further information requested from the school that it deems necessary for formulating its final recommendation. She provided the following background information about the school:

- At the December 18, 2014 meeting of the State Board of Education, the charter for DAPSS was renewed with the following conditions:
  - The school shall attain a rating of “Meets Standard” on the Academic Framework for the 2014-15 school year; and
  - The school shall attain a rating of “Meets Standard” on the Financial Framework for the 2014-15 school year.
- In school year 2014-2015, Delaware implemented a new system of accountability known as the Delaware School Success Framework (DSSF) and was permitted by the U.S. Department of Education to use this school year as the year from which to measure academic achievement and progress. Due to this waiver, DAPSS was provided an additional year to satisfy its conditions.
- In school year 2015-2016, Delaware changed the academic assessment for high schools from Smarter Balanced to SAT. Due to this change in academic assessment, DAPSS was provided an additional year to satisfy its conditions.
- In school year 2016-2017, DAPSS failed to meet academic standards in three of the four DSSF metrics and showed a decline in both academic achievement and academic growth.

## Academic Performance

Ms. Stouffer asked the CSAC if they had any questions or comments regarding the school’s academic performance. Ms. Hansen noted that in school year 2016-17, 0% of DAPSS students achieved proficiency in math as compared to the State average which was 45.13%. She asked the school to describe the strategies that have been implemented this year to address student performance in mathematics. Ms. Thomas stated that additional Response to Intervention (RtI) sections were created to address student deficiencies in mathematics. She added that every student is given the Star assessment when they enroll to gather baseline performance data and this data is used to determine if students should take an RtI mathematics or reading class in addition to

their regular mathematics and/or reading courses. Ms. Hansen asked the school how frequently the Star assessment is administered and if the data is used to regroup students. Ms. Thomas stated that last year (2016-17), the Star assessment was administered every marking period and the data was used to place students in the appropriate courses. She added that students were motivated to improve their performance on the Star assessments because they would become eligible to take an elective course based on improved performance. Ms. Thomas stated that this year (2017-18), the Star assessment was administered in the fall, a second administration will be in February and a final administration will be toward the end of the school year. She added that she analyzes each student's percentile rank and student performance ranges from the 1<sup>st</sup> percentile to college level but the majority of students are at a lower percentile range.

Ms. Stecker asked the school to explain why the second Star assessment administration was switched to February this school year. Ms. Thomas stated that she currently works with a leadership coach from the Delaware Academy of School Leadership (DASL) at the University of Delaware who suggested that students might benefit from more instructional time before the second administration of the Star assessment. Ms. Stecker noted that February might not be early enough to determine if the RtI supports are effective. She asked the school if they are using other assessments in addition to the Star assessment to provide data about student progress before February. Ms. Thomas stated that the school has five Read 180 classes which are tiered based on student need and the Tier 3 class is led by Ms. Whyte (Director of Cadet Services) who is certified in special education. She added that Read 180 includes an assessment component.

Ms. Lopez Waite distributed a presentation that included summaries of student demographic and assessment data as well as staffing and financial data. Mr. Taylor asked about the school's current schedule. Ms. Thomas stated that the school currently has a four marking period schedule. Mr. Taylor asked the school for the number of students currently identified for the Tier 3 RtI class. Ms. Thomas stated that there are 6-7 students currently in the Tier 3 RtI class.

Ms. Hansen noted that in school year 2016-17, 15.79% of DAPSS students achieved proficiency in English Language Arts as compared to the State average which was 56.63%. She asked the school to describe the strategies that have been implemented this year to address student performance in English Language Arts. Ms. Thomas stated that the school's incoming students have greater deficiencies than previous classes. She noted that student performance on the STAR assessment was 20% lower than the prior year. Ms. Hansen asked the school to describe the remediation process for students with academic deficits. Ms. Thomas stated that students are grouped by tiers. Ms. Hansen asked Ms. Thomas if the number of students assigned to tier 3 reading is similar to tier 3 mathematics. Ms. Hansen requested that the school provide student tier group information for mathematics and English Language Arts as part of the school's response to the CSAC Initial Report.

Ms. Lopez Waite stated that the school completed an analysis of current ninth grade students (Class of 2021) and reviewed their eighth grade State assessment data. She noted that in English Language Arts, over 80% of these students scored at performance level 1 or 2 and over 50% were at performance level 1. She also noted that in mathematics, 80% scored at performance level 1. Ms. Lopez Waite stated that DAPSS is attracting many students who are struggling academically. Additionally, the school's special education population has also increased from 19.5% last year to 30% this year. Ms. Lopez Waite noted that she recently joined the DAPSS Board on January 26<sup>th</sup> and

commented that her initial impression is that the school looks and feels like an alternative school based on the serious academic deficiencies of incoming students. She stated that students need more than RtI. She recommended remediation, after school, and summer programming as examples of additional supports.

Ms. Lopez Waite stated that she has spent every day at the school since she joined the Board. She has been working with the DAPSS team to complete an analysis of what is working and not working and had an opportunity to speak with students. The students she spoke with admitted that they are willing to work hard. She stated that the students admitted that they are not trying hard enough. She commented that the adults have to “raise the bar” and expect more from the students. She added that the students have shared that they are drawn to DAPSS because the career paths are unique and its small school size feels more like a family than most traditional high schools.

Ms. Stecker asked the school when its student demographics began to shift. Ms. Lopez Waite stated that when the school first opened there was higher fidelity between the mission of the school and the students who enrolled. She also noted that in prior years the school attracted a student body that had a greater range of academic performance. Ms. Lopez Waite added that as the school’s reputation began to deteriorate, the demographics began to shift to students who have less of a commitment to the school’s mission. She suggested that many current students seem more attracted to the small school size as opposed to the school’s mission.

Ms. Stecker asked the school to identify the steps taken to address the demographic shifts over the years and explain why these steps have not yielded better results. Mr. O’Brien stated that he was one of the original founding Board members. He also noted that student demographics have shifted dramatically since 2010.

Ms. Lopez Waite stated that she is one of the founders of Las Americas Aspira Academy (“Aspira”) and the current Head of School. She stated that the reason she joined the DAPSS Board was because she did not feel comfortable being a spectator while a school with an admirable mission goes down without a fight. She added that as much as she admires the school’s mission, she expects first responders to be literate. Ms. Lopez Waite stated that Ms. Thomas’ efforts have been limited due to falling enrollment and revenue. She added that diminished resources impacts the quality of instruction.

Ms. Lopez Waite stated that Aspira is committed to support DAPSS. She has asked Aspira’s Chief Financial Officer to serve on the DAPSS Citizens Budget Oversight Committee. In addition to Aspira’s support, she added, the school needs a complete transformation. She commended Ms. Thomas’ efforts but noted that her efforts have not been enough to address the need based on the school’s limited resources. Ms. Lopez Waite also noted that until the school is able to attract more students and draws more resources, the transformation that the school requires will not be possible. She asked the CSAC to give the school an opportunity to undertake a complete transformation that she has committed to lead. She noted that Aspira is not proposing to take over DAPSS but is committed to develop strategic partners across various sectors to support the school’s transformation. She cited her participation as Co-Chair of the Wilmington Education Improvement Commission’s District and Charter Collaboration Committee which helped her identify potential school and district collaborations that could benefit DAPSS. She added that she has had preliminary discussions with

various strategic partners. Ms. Lopez Waite noted that DAPSS has had plenty of time to turn around its performance, but the school did not make good use of the time.

Ms. Stouffer noted that the school's renewal conditions were established three years ago and asked the school how much longer should the students wait. Mr. Taylor stated that the primary focus is where the school goes from this point forward. He added that the school needs a viable plan that addresses high leverage strategies with students that have no cost but builds the school's mission, beliefs and practices. Mr. Taylor asked the school to provide a plan for the school's transformation. Ms. Lopez Waite stated that the school's transformation started with Board governance. She added that the Board was dysfunctional and struggled to transition from a founding Board to a governing Board. She noted that Board has made changes and she is confident that the current Board is focused on the same purpose. Ms. Lopez Waite commented that the school must look at staffing to make sure that everyone is doing the right jobs. She added that she has started one-on-one meetings with all staff. She commented that the students at DAPSS would be struggling at any school but, the education community has done a disservice to them. She stated that DAPSS is committed to helping them become successful.

Ms. Veenema asked for the number of due process or administrative complaints the school has had. Mr. Sheldon stated that the school has had three in the last four years, two of which have been completely resolved and the remainder have some current liability.

Ms. Hansen asked the school if they track DAPSS graduates and to summarize their post-secondary pathways. Mr. Sheldon stated that the graduating class of 2017 had 60% of students attend college, 20% join the military and 20% entered the workforce. He added that the school brought on a new guidance counselor this year and she has been tasked with tracking graduates. Ms. Hansen suggested that the school not only follow the students but capture their feedback about how their experience at DAPSS connects to their post-secondary pathways. Mr. Patrick noted that he is a retired fire chief and worked 32 years for the City of Wilmington. He noted that he entered public safety/emergency services at the age of 25, and felt that he was behind the curve and would have benefitted from a program like DAPSS. He commented that programs such as DAPSS give students an advantage when seeking careers in public safety/emergency services.

Mr. Rodriguez asked the school to describe its process for utilizing data, goal-setting and adjusting instruction when students are not progressing. Ms. Thomas stated that instructional staff meets on Tuesdays for 45 minutes in Professional Learning Communities (PLCs) that include data discussions focused on both summative and formative data. She added that PLCs also meet after school to discuss where students are struggling and next steps. All students were required to take a common summative assessment that was developed to assess writing. Ms. Thomas explained that the data not only informed students' deficiencies but also the areas where teachers needed professional development. She also noted that students work on Khan Academy which incorporates their PSAT results. She noted that teacher follow up is an important component.

Ms. Johnson noted that academic growth is one of the strongest measures of the impact individual teachers have on student learning but the last time DAPSS met its student growth targets was in school year 2011-12. She asked the Board to describe the staffing plan to ensure that teachers are making the greatest impact on student learning. Ms. Lopez Waite stated that staffing and

improving educator effectiveness are components of the transformation plan. She added that diminished enrollment and corresponding revenue decreases have negatively impacted the staff. She stated that the Board must make an investment in the educators' professional development and coaching to impact student achievement.

Ms. Johnson noted that she reviewed the staff directory on the school's website against the Delaware Educator Data System (DEEDS) and found that one teacher was not listed in DEEDS and another teacher who is certified in elementary mathematics is teaching high school mathematics. She commented that this speaks to decisions at the Board and school leadership level and requested that the transformation plan address staff quality. Additionally, the staffing plan should include student supports to address the changing student demographics. Ms. Massett asked the school to provide its plans to recruit 240 students.

### **Financial Performance, Student Enrollment and Financial Viability**

Ms. Stouffer provided the following background information about the school's financial performance:

- DAPSS failed to meet Financial Framework standards in school year 2014-15, school year 2015-16, and school year 2016-17.
- In school year 2015-16, DAPSS was approved for a modification to decrease enrollment. Despite this decrease, the school did not meet the 80% requirement for enrollment by May 1<sup>st</sup> for school year 2017-18, enrolling only 64% of its projected population. As of September 30, 2017, DAPSS enrolled 228 of their projected 340 students or 67% of their approved enrollment. Since September 30, 2017, DAPSS' enrollment has again declined. The school currently has 215 students enrolled.
- This is the third year that the school has shown a decline in enrollment going from 303 students in school year 2015-16 to 215 students in school year 2017-18. With a 2018 graduating class of 47 students, 52 choice applications, and one withdrawal as of January 29<sup>th</sup>, it is doubtful that DAPSS will meet the Financial Framework standard this school year.

Ms. Stouffer asked the CSAC if they had any questions or comments regarding the school's financial performance. Mr. Taylor asked the school if they had developed a budget based on a potential decrease in their enrollment projections. Mr. Sheldon stated that the Board has requested a charter modification to relocate the school and decrease its authorized enrollment. He added that the proposed relocation would provide DAPSS with a more modern facility as well as cost savings. Ms. Stouffer asked Mr. Sheldon to confirm the projected enrollment that the budget is based on. Mr. Sheldon stated that the budget is based on 200 students. Mr. O'Brien stated that 240 students would be a more sustainable enrollment for the school. He added that there are specific groups that will be targeted. Ms. Massett asked the school to describe its recruitment plan to enroll 240 students. Ms. Stouffer noted that the school has submitted recruitment plans to the Department but the efforts to date have not been successful. Ms. Lopez Waite stated that the first step is moving to a new facility. She explained that the school's current facility is not feasible long-term and the prospective facility located at 1101 Delaware Street, New Castle, DE would provide a more modern facility. She added that a new facility would not only lower costs but reset the climate and

culture of the school. She also noted that the school is seeking to “right size” its enrollment by requesting a charter modification to reduce its authorized enrollment from 375 to 300.

Ms. Johnson noted that the proposed facility is currently configured as an elementary school that would need to be upgraded for use as a high school. She asked the school to describe how it would cover these costs with limited financial resources. Mr. Sheldon stated that the school’s current facility was a former elementary school. He added that another charter school currently owns the prospective facility and is willing to work with DAPSS to facilitate the move. Ms. Johnson asked the school if a cost analysis of the necessary renovations has been completed and if these costs are incorporated into the budget. Mr. Sheldon stated that the budget to be submitted with the proposed modification includes costs for the relocation. Ms. Lopez Waite noted that a letter was submitted to Secretary Bunting requesting approval to submit a modification application while the school is on formal review because the modification addresses the reason the school was placed on formal review. She added that the enrollment modification would not be submitted until November in accordance with the charter regulations.

Ms. Veenema asked if the school has entered a settlement agreement for the outstanding due process complaint. Mr. Sheldon confirmed that the school has entered a settlement agreement and a trust has been set up for those funds. Ms. Veenema asked the school if they had a process set up for potential complaints or compensatory education. Mr. Sheldon stated that the school is fully insured and has policies and procedures to address potential issues. Ms. Veenema requested that the school provide a copy of its insurance policy. She also asked for the current number of settlement agreements the school has outside of due process. Mr. Sheldon stated that the school currently has none. Ms. Stouffer asked the school to confirm that all of the funds for existing settlement agreements have been set aside in a trust fund. Mr. Sheldon confirmed that these funds have been set aside in a trust fund.

Ms. Johnson commented that decreasing enrollment has been a problem for many years and it appears that the formal review has sparked a renewed emphasis on the problem. She asked the school to describe its recruitment efforts this year which occurred before the school was placed on formal review. Ms. Lopez Waite stated that there is no excuse for it. She added that there was no sense of urgency and pointed to the Board’s dysfunction as a key problem which created more obstacles than support. She also stated that it will be incumbent for every Board member and employee to assess whether his/her role has a positive impact on student achievement. Ms. Lopez Waite implored the CSAC for more time to transform the school. Ms. Stouffer stated that the school has had four years with minimal progress and asked the school to indicate how long the CSAC should wait. Ms. Lopez Waite requested one school year to turnaround the school and if it is unsuccessful the Board will surrender the charter.

Mr. Taylor expressed concern about the current staff’s capacity and commitment to execute the transformation plan based on the school’s performance to date. He acknowledged the difficulty in potentially granting the school another year based on the school’s past. He added that he served on the CSAC at the school’s last charter renewal and the school made promises at that time that have not been fulfilled. He commented that the students cannot wait and requested that the school provide some assurance of its commitment to the students.



## Organizational Performance

Ms. Stouffer stated that although DAPSS improved its overall Organizational Performance rating from “Does not Meet Standard” in school year 2015-16 to “Approaching Standard” in school year 2016-17, it has failed to attain an overall rating of “Meets Standard” in any of the past three years. Four Board members have not completed the required State financial training and one has not completed the required governance training (see table below).

First Name	Last Name	Role/Title	Financial Training Date	Due Process Hearing	Governance Training
Sherese	Brewington-Carr	resigned, former President	11/21/2013		11/1/2016
Margie	Lopez Waite	President			
Shelly	Bridge	Secretary			11/1/2016
Ed	Hojnicki				
John	Marsini	resigned; former Treasurer			11/1/2016
Chris	Martin		3/30/2017		11/1/2016
Willie	Patrick	Vice Chair	8/20/2015		11/1/2016
Chandelle	Phibbs	resigned; former Parent Representative			
Herb	Sheldon	Ex-officio	11/20/2017		11/1/2016
Dennis	O'Brien				
Tony	Sianni				11/1/2016

Ms. Stouffer asked the CSAC if they had any questions or comments regarding the school’s organizational performance. Mr. Taylor suggested that the current Board and the full administrative team complete Board governance training together. Mr. Sheldon stated that the Board completed governance training in November 2016 through the Delaware Alliance of Nonprofit Agencies (DANA) but there have been some changes to the Board since then. Ms. Massett stated that she wanted the record to reflect that she worked with DANA to provide the governance training and acknowledged the importance of having the current Board go through the training with the full administrative team.

Ms. Johnson noted that any Board members that have not completed Board Financial Training should do so as soon as possible. She also noted that the school has had some issues with its required website postings of Board information in accordance with open meetings law. She stated that some Board members have indicated that they were not aware of the school’s performance. She requested that the transformation plan address what will be different with Board governance to prevent recurrence of past dysfunction and how it will be sustained.

Ms. Lopez Waite stated that she would replicate the governance practices in place at Aspira. She also noted that performance information was provided to the Board in the past but any claims by previous Board members of unawareness points to the Board’s past dysfunction.

Ms. Stouffer asked the school if they wanted to provide any additional information. Ms. Lopez Waite stated that there are no excuses for the school's past performance. She added that the reason she and Mr. O'Brien became involved is because they believe in the mission of the school. She added that the school provides career pathways that students should be encouraged to pursue. She acknowledged that the school has not successfully executed on its mission nor has it properly prepared students for careers in public safety/emergency services because students must be literate and numerate. She added that she and her team are committed to a complete transformation of the school. She believes there is strength in the DAPSS team but they need to be in the right roles and provided with the right tools and supports to help them grow professionally. She also reiterated the importance of moving to a new location and the impact it will have on the school's climate and culture. Mr. O'Brien read a personal tribute to Ms. Lopez Waite. Ms. Lopez Waite stated that she has identified many willing and enthusiastic partners who have agreed to support the school. She requested that the Department provide the school with additional time to completely transform the school. Ms. Lopez Waite distributed a PowerPoint presentation to the CSAC.

## **Conclusion**

DAPSS is on formal review for not meeting conditions of academic performance or fiscal performance in school years 2014-15, 2015-16, and 2016-17. While CSAC is permitting the school to provide information about moving forward, it is necessary for the school to address why these standards not met.

The following specific information was requested by the CSAC:

### **Academic Performance**

1. Describe why the school has not shown academic growth.
2. The school described the performance of their current 9<sup>th</sup> grade class but this data is not a part of the academic achievement data that has resulted in the formal review process for DAPSS. Use specific data from State sources like Ed Insight, DeSSA, etc. to describe the performance of the graduating classes of 2017 and 2016 to demonstrate students made progress at the school. Please be sure to redact any personally identifiable information.
3. Provide the Star assessment data for each grade level for school year 2016-17 and school year 2017-18. Please be sure to redact any personally identifiable information.
4. Provide a summary, by grade level, of how many students are grouped across Response to Intervention (RtI) tiers in mathematics and English Language Arts.
  - a. Please describe what training teachers receive to provide specific instruction to meet these students' needs.
5. The Department approved the school's English Language Arts and mathematics curricula that was submitted with its September 30, 2014 charter renewal application. Describe how teachers and administrators are being trained in the implementation of the Common Core standards including curricular resources the school has chosen to use.
  - a. Provide a professional development calendar showing curricular aligned professional development for school years 2016-17 and 2017-18.

- b. Provide a list of the textbook and/or curricular programs used in mathematics and English Language Arts including dates when they were adopted and what types of training was provided to teachers.
- 6. Based on the school's request for an additional year to implement a transformation plan, provide the following:
  - a. Describe why the school has not been successful.
  - b. Specify what metrics and goals the schools expects to meet by next year.
  - c. Provide a specific and targeted plan to achieve these goals that includes multiple measures that will demonstrate the growth needed to meet standards within three years.

**Financial Performance, Student Enrollment and Financial Viability**

Budget

- 7. Submit a budget for school year 2017-18.
- 8. Submit budgets and revenue sheets for school year 2017-18, accounting for the new building and one-time costs to move based on both 200 and 240 students.

Proposed Facility

- 9. Specify anticipated one-time costs to move and prepare the building for use as a high school.
  - a. Will there be savings in on-going costs? If so, how much?
  - b. Provide a timeline for building upgrades.

Student Enrollment

- 10. Based on the school's changing student demographics, describe the additional resources the school will provide to meet the needs of these students.
- 11. Provide a detailed recruitment strategy and timeline to meet the specified 240 student enrollment target required for the school's financial viability.

Insurance

- 12. Provide a copy of the school's insurance policy to address potential complaints or compensatory education.
- 13. Provide copies of all settlement agreements the school has entered into and evidence that those agreements have been or are being complied with, including documentation of any trust funds or payments required under the agreements.
- 14. Identify any potential claims that may result in financial liability of which you are aware.

**Organizational Performance**

- 15. Provide a plan for the school's transformation that addresses the following:
  - a. Staff Quality (Credentialing): Provide the current licensure and certification status of teachers in each of the Core Content course. Identify any teachers teaching courses outside of their areas of certification.
  - b. Teacher Recruitment: Describe the school's teacher recruitment plan that factors in the school's low enrollment and one-time moving costs.
  - c. Student supports to address the changing student demographics

- d. Board transition: Describe how the Board is demonstrating to teachers and parents that the school is well run and a good school to keep working in or sending their students to.
  - e. Identify high leverage, no-cost strategies that would build the school's mission, beliefs and practices (e.g. increasing staff commitment to the students).
  - f. The Board's plan to hold itself and school leadership accountable.
  - g. Strategies to prevent recurrence of past Board dysfunction and how effectiveness will be sustained.
16. The Board was provided notice of deficiencies three years ago when they were renewed with conditions. Why did the Board fail to act to correct those issues over the last 3 years?
17. Provide reports from the State system to verify monthly attendance rates as well as a breakdown of daily attendance and class period attendance.

**Next Steps:**

- The CSAC Initial Report will be issued no later than February 1, 2018.
- The first of two public hearings will be held on February 13, 2018 at 6:30 p.m., EastSide/Charter School of New Castle Administrative Building, 1101 Delaware Street, New Castle, DE.
- The school will have an opportunity to respond to the CSAC's Initial Report. The school's response is due on or before February 16, 2018.
- A second and Final Meeting of the CSAC will be held on February 20, 2018 at 1:00 p.m., Department of Education, 401 Federal Street, 2<sup>nd</sup> Floor Cabinet Room, Dover, DE.
- 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 at 5:00 p.m., Department of Education, 401 Federal Street, 2<sup>nd</sup> Floor Cabinet Room, Dover, DE.
- 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.