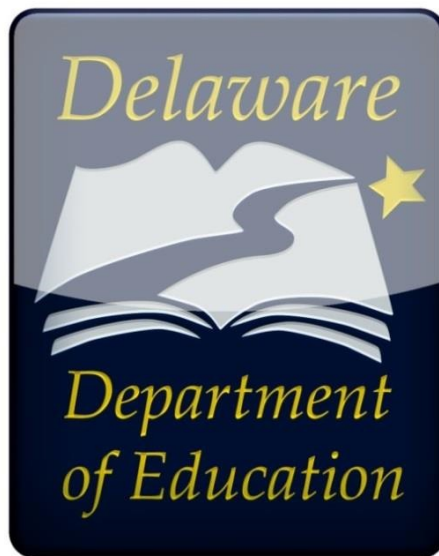


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Design Thinking Academy

**RENEWAL APPLICATION
INITIAL REPORT**

CSAC Initial Meeting: October 23, 2018
CSAC Initial Report Published: November 1, 2018

By September 30, 2018, Design Thinking Academy (DTA) applied 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 23, 2018:

Voting Committee Members of the Charter School Accountability Committee

- Chuck Longfellow, Chairperson of the Charter School Accountability Committee and Associate Secretary, Operations Support, DDOE
- Christine Alois, Deputy Secretary, Performance Support, DDOE
- Deborah Hansen , Education Associate, Curriculum, Instruction and Professional Development, DDOE
- Tracy Neugebauer, Education Associate, Exceptional Children Resources DDOE
- Brian Moore, Program Manager, School Climate and Discipline, DDOE
- Robert Grey, Education Associate, Educator Preparation & Quality, DDOE
- Chandra Pitts, CEO, One Village Alliance, Community Member
- Chuck Taylor, Retired Head of School, Community Member

Staff to the Committee (Non-voting)

- Catherine Hickey, Deputy Attorney General, Delaware Department of Justice, Counsel to the Committee
- John Carwell, Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Financial Reform and Resource Management, DDOE
- Sheila Kay-Lawrence, Administrative Secretary, Charter School Office, DDOE
- Jennifer Roussell, Administrative Secretary, Operations Support, DDOE

Ex-Officio Members (Non-voting)

- Audrey Noble, Vice President, Delaware State Board of Education
- Kendall Massett, Executive Director, Delaware Charter School Network

Representatives of Charter School

- Paul Miller, Board President
- Stephanie Silverman, Principal and Interim Head of School
- Damien Burke, Dean of College & Career Readiness
- Michelle Lambert, Financial Consultant
- Crystal Griggs, Board Member
- Loretta Harper-Brown, School Recruiter and Outreach Coordinator
- Christina Hembree, Director of Internal Operations
- Ashley Bystricky, Director of Exceptional Children
- Noelle Picara, English Language Arts Teacher and Community Partnerships

- Samaira Sirajee, Data Analyst/Testing Coordinator/Math Teacher

Discussion

Section 1: Overview

Ms. Silverman provided a brief overview of the Design Thinking Academy (DTA) and introduced a brief video highlighting the goals and objectives of the school. The commitment of DTA to innovation in pedagogy and collaboration with all stakeholders was stated. In the video, students gave accounts of their experiences in the school.

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

- On September 18, 2018, 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.
- Four of the renewing schools, including Design Thinking Academy, had corrections to their DSSF data. While DTA's overall rating did not change, the rating descriptors associated with the school's points earned for the Student Quality/Student Success indicator changed from "Meets Expectations" to "Approaching Expectations" because of the accountability methodology applied to school year 2017-18 DSSF data.
- For school year 2017-18, the ratings were based on the continuous improvement rating scale which is used for all public school accountability ratings. The draft DSSF data schools received on September 18th was based on the static ratings model which was the old accountability methodology used for school year 2016-17. The final DSSF data provided to the renewing charter schools reflects the continuous improvement rating scale.

Section 2: Academic Performance

Ms. Silverman explained that DTA is deeply committed to design thinking pedagogy with an innovative instructional model. She stated that DTA is one of the XQ grant winners. She also stated that DTA has high standards for academic achievement along with the XQ standards and professional learning. Ms. Hansen asked the school to describe how its academic program has changed since the charter was approved. Ms. Silverman stated that she is relatively new to her role, but she has carried out an inventory of the curriculum to ensure more coherence. She stated that the academic program has established five career pathway programs. She also noted that sequential follow up courses have been added to the curriculum as part of the efforts to deepen the academic program. For example, she noted, DTA has added a courses: Foundations

of College English, Foundations of College Math, and several new Advanced Placement Courses. Ms. Silverman also noted that emotional and social learning is now embedded in the curriculum.

Mr. Burke from DTA noted that student voice is very important in the curriculum and its development. She added that based on feedback from the students, some extra classes have been offered and they include trigonometry, Advanced Placement (AP) computers, and robotics, among others. Mr. Burke also noted that there is an elective on entrepreneurship which is very popular. The professional learning community (PLC) is now better incorporated into the curriculum. In general, she noted, the interests of the students are aligned with the curriculum and available online curricular resources are being used. Mr. Miller stressed the importance of project-based learning for the curriculum, as well as non-traditional learning in general. Ms. Picara explained how a school wide project has been developed that focuses on building civic engagement which involved partnering with local community stakeholders. She added that this allowed the student to see various perspectives and engage in high level critical thinking. According to Mr. Miller, this led to a high level of student engagement and resulted in more self-directed learning.

Ms. Hansen noted the importance of content standards in the curriculum and noted that the Department's comments regarding DTA's curriculum would be provided as part of the CSAC Initial Report. She asked the school to describe how its educational program meets the needs of diverse learners, especially students with disabilities. Ms. Bystricky stated that approximately 19% of the student body has special needs. She added that there are supports available in math, English, Spanish and science, and students often receive one on one support. Ms. Neugebauer asked the school to specify the interventions to support exceptional and gifted students. Ms. Silverman stated that the Response to Intervention (RTI) program was developed so that students' deficits could be recognized in real time. The diversity of skills among the teachers meant that they could also provide individually tailored supports to exceptionally gifted students. For example, she added, students with an interest in reading are provided with extra resources and challenges. Ms. Silverman also noted that exceptionally gifted students benefit from the school's partnerships with universities such as the University of Delaware. She added that many exceptional students and some with special needs have taken part in entrepreneurial classes at the University of Delaware. Ms. Silverman also stated that DTA provides leadership opportunities for exceptional students such as tutoring students. She added that portfolio courses and some online courses are also available to students. Advanced Placement courses and the use of IXL diagnostic and differentiated instruction through real-time skill assessment is embedded throughout the program for all students.

Ms. Hansen asked the school to describe its professional development and specific focus areas. Ms. Silverman stated that DTA has placed a great deal of emphasis on professional development. She noted that a strategy was implemented to document students' work via portfolios. She noted that portfolios are great reflective tools and have helped students to track

their progress. Ms. Silverman noted that portfolios have empowered students to better leverage their experiences for college access. Ms. Silverman stated that portfolios have provided an alternative metric to demonstrate personal development. Regarding professional development, Ms. Silverman added that members of the faculty have recently partnered with expert coaches that support instructional effectiveness. She noted that the school established an online coaching partnership with Better Lesson, which includes a dashboard for teachers to also develop professional portfolios through artifacts that provides self-directed learning and professional development. Additionally, DTA uses the DOE framework for teacher evaluation. Ms. Silverman also noted that DTA will provide more in depth training on design thinking for its teachers through a professional development partnership with Cooper Hewitt, the Design Museum of the Smithsonian Design Museum in New York City. The focus, she added, is to promote a culture of professional accountability which is essential as DTA moves to become a leader in design thinking. Mr. Burke noted that new teachers received professional development over the summer to help them to adapt to the school, its curriculum and culture. He added that some 1,000 hours had been provided to teachers to assist them in their professional development, specifically in design thinking.

Ms. Hansen asked the school to clarify DTA's mission statement. She noted that she found two mission statements on online. Ms. Silverman clarified the school's current mission statement. Ms. Hansen asked the school to provide evidence that the school is meeting its mission. Ms. Silverman provided an overview of the school's website and, anecdotally, highlighted a student who received a \$20,000 scholarship for the Moore College of Art and Design. She also highlighted students who have won both design and Network for Teaching Entrepreneurship (NFTE) competitions which complement the unique learning opportunities provided at DTA.

Mr. Longfellow asked the CSAC members if they had any other questions or comments regarding the school's academic performance. Mr. Grey asked the school to describe its professional development for administrators. Mr. Burke stated that DTA's administrative team is part of the XQ community of learning, the Better Lessons Online program, and the Delaware Principal Induction program where the administrators received mentoring.

Section 3: Organizational Performance

Mr. Carwell asked the school to provide an overview of the XQ grant. Ms. Silverman explained that the XQ grant was developed by Laurene Powell Jobs, the widow of Apple founder, Steve Jobs, and the purpose of the grant is to re-think the high school experience. She added that XQ offers a range of supports to the school. She added that the funding is for a limited period, but DTA wants to maintain a long-term relationship with XQ after funding has ended. Ms. Silverman also noted that there are several other schools on the East Coast that are also funded by XQ and DTA benefits from collaborating with the sister XQ schools. Ms. Silverman also noted that DTA

is not only accountable to the DOE, but also to the expectations of XQ, specifically the XQ Learner Goals and the Six XQ Design Principles.

Ms. Harper-Brown stated that she helped write the XQ grant application and noted that DTA was one of ten schools awarded XQ funding. She stated that XQ funding enables schools like DTA become models of best practices that can be replicated across the nation. Christina Alois, Deputy Secretary of Performance Support, asked if the school intends to share its practices with other schools. Ms. Silverman stated that DTA has already done so. Mr. Burke added that DTA is developing new workshops for students and faculty members over the summer and that professionals from other schools could attend to learn about best practice in design learning.

Mr. Longfellow asked the CSAC, if they had any other questions regarding organizational performance. Mr. Taylor asked the school if all board members have completed board financial training. Mr. Miller noted that that DTA has established an ongoing process of training for board members. He added that prior to the DOE establishing the online financial training, board members did not complete the training due to scheduling issues. However, the online training has helped with completion of the board financial training.

Mr. Moore noted that DTA's metrics for school discipline have greatly improved. Mr. Burke noted that the improvement was due, in part, to the school's adoption of restorative practices. He added that the school has also contracted a school discipline expert who has contributed to the rapid improvement in school discipline and culture. Mr. Burke stated that DTA embraces the mantra, "behavior is communication." Bad behavior, he added, is a form of communication especially by those who have suffered trauma and are disadvantaged. He also noted that DTA student leaders and staff work together and address small infractions before they escalate, using a restorative practices model for interventions. Mr. Burke added that DTA has noticed a shift away from punishment to understanding and students have responded very well. Mr. Moore stated that staff have not completed all non-academic training. Mr. Burke stated that the school is addressing this issue. Mr. Moore offered to assist the school in this area and noted that the school's website needs to be updated with the bullying hotline phone number

Mr. Miller commented that the school has made significant progress with in providing special education services. Mr. Carwell asked the school to provide an overview of the board's oversight and accountability committee and its role and function. Mr. Miller explained that the committee was concerned with ensuring that all board policies are updated, relevant and implemented effectively.

Section 4: Financial Performance

Mr. Longfellow provided the following comments regarding the financial performance: of DTA:

- The school’s financial performance has improved over the past fiscal year. The school received an overall rating of “Approaching Standard” on the financial performance framework, an improvement from “Far Below Standard” last year. If the school continues on this trajectory, they should be able to obtain an overall rating of “Meets Standard” for FY19 (school year 2018-19).
- If the school can improve their Current Ratio (current assets/current liabilities) to at least .91, they will not have any measures rated as “Far Below Standard.”
- DTA’s enrollment will move from “Far Below Standard” to “Approaching Standard” (as of 9/30/18, DTA was at 86% of its authorized enrollment)
- The school should review and enhance its financial controls.
- The preliminary FY2019 budget (Appendix 11) does not appear to align with Year 0 in the budget worksheets. Also, the revenues and expenditures do not seem to align. In addition, Appendix 11 identifies state carry over funds of \$1,122,162 but First State Financials (FSF) ending balances show \$22,091 in state carry over funding. What accounts for this discrepancy?

Mr. Longfellow asked the school to confirm that legal expenses were in the budget. Ms. Lambert confirmed that \$10,000 was budgeted for legal expenses. Dr. Noble asked the school if its projected surplus was realistic and if enrollment projections might be over optimistic. Ms. Silverman stated that the school’s new strategy would increase enrollment. She added that community outreach efforts will also increase enrollment.

Dr. Noble asked the school to describe its efforts to address student retention. Mr. Burke stated that DTA’s strategy is to create a culture and a school environment that is welcoming. He added that DTA’s efforts to help students to “learn beyond the walls” also helps address student retention. Ms. Harper-Brown noted that survey data identified what the parents and students wanted. She added that the school was creating a stronger narrative about the DTA experience that emphasized the important of family outreach.

Ms. Hembree commented that one of the reasons that students leave was communication. She stated that the school has developed new communication strategies that have helped to improve the retention rates, such as newsletters and more collaboration with parents. Some interviews were conducted with parents to understand why students were leaving and this primary data was used to develop new retention strategies. Ms. Harper-Brown stated the reason why students left the school was due to a lack of academic rigor.

Ms. Silverman commented that DTA must continue working to improve its reputation to ensure that its enrollment targets are met. Dr. Noble asked Ms. Silverman if the school has specific plan communication strategy. Ms. Silverman stated that the school is working to rebrand the school

and deepen existing partnerships, such as with the University of Delaware. She noted that DTA currently does not have a marketing department but utilizes current limited staff resources to become more established in the community by building name recognition and mission coherence.

Mr. Taylor asked the school when the XQ grant funding would end and which positions it paid for. Ms. Lambert stated that the grant is available for three years and that when the school reaches its full projected enrollment, the staffing plan would be sustainable beyond the grant period. Mr. Longfellow noted that the school had paid \$42,120 to Green Melody Productions for consultants, project management and education services but payments were made incrementally in amounts under \$5,000. He noted that payments over \$5,000 required approval from the Division of Accounting and, when using state funds, a purchase order is required for any amount \$5,000 and over. Mr. Longfellow stated that, in future, purchase orders should be provided.

Mr. Longfellow requested a revised 80% enrollment budget. In addition, he asked the school to confirm that summer pay obligations are set aside if the school were to close. Ms. Lambert explained that the school has sufficient funds to cover summer pay expenses.

Section 5: Five Year Program

Ms. Pitts noted that DTA expected the students enrolled at the academy to increase dramatically over the next five years. She asked if, given the past performance, if that was feasible. Ms. Pitts inquired if the school leaders had thought about relying on an aggressive recruitment strategy among children in the 9th grade. Ms. Silverman indicated that the ambitious recruitment strategy is a concern given that the school was granted some modifications to its enrollment numbers in the past. Ms. Silverman then outlined some strategies that would secure the required number of enrollments. Ms. Silverman noted that they were offering potential students immersive experiences over the weekend and summers. They were redesigning their website and producing a color brochure. They were also offering examples of student portfolios to excite the interest of students and their parents. There is now a more coherent strategy about recruitment and there is a greater focus on creating a brand for the school and marketing it. Mr. Burke than stated that as a new school they had to struggle to be understood by the community and this was one of the reasons for the enrollment figures. It was pointed out by Mr. Taylor that it was critical that the school had higher enrollment figures, or it would not be financially viable. Ms. Silverman stated that DTA has a lot of work to do as a new school. The school is working towards marketing and recruitment; DTA wants to capture all of these stories and use them in its marketing and recruitment efforts.

It was agreed that the future of the school over the five-year period was dependent on the retention and an increase in the enrollment of students.

Conclusion

Mr. 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:

Organizational Performance Curriculum:

1. Educational Program: A summary of the school's process and findings from the audit which Ms. Silverman conducted when she arrived at the school.
2. Educational Program: See Appendix 1 for review notes from DOE's Curriculum, Instruction and Professional Development workgroup.
3. School Climate and Discipline: Provide a plan for compliance with the Non-Academic Mandatory Training requirements for staff (e.g. suicide prevention, bullying prevention, gang awareness, etc.)
4. Enrollment: A plan to increase enrollment.

Financial Performance

5. Documentation of the internal controls of the school's procedures for expenditure and purchasing.
6. Re submit the revised 100% Budget with any changes or additions.
7. Revised 80% budget projections: DTA submitted an 80% budget, but only Year 0 reflected 80% enrollment. Resubmit with 80% reflected in Years 0-4. (NOTE: For both the 100% and 80% Budget: reflecting inflationary factors, enrollment projections, increasing cost for rent/lease, and substitute funding when the XQ grant runs out should be reflected in the budget.)

Next Steps:

- The CSAC will provide the school with an Initial Report no later than November 1, 2018.
- 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 16, 2018.
- The final meeting of the CSAC will be held on November 27, 2018; 2nd Floor Cabinet Room, Townsend Building, Dover.
- A second public hearing will be held on December 10, 2018; Cabinet Room; Department of Education, 401 Federal Street, Dover DE 19901.
- The public comment period ends on December 14, 2018.
- The Secretary of Education will announce her decision at the December 20, 2018 State Board of Education meeting and seek the assent of the State Board if necessary.



CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

RENEWALS 2018

DESIGN THINKING ACADEMY				
Grades	ELA	Math	Science	SS/Hist.
9-12	Does not meet	Does not meet	Does not meet	Does not meet

This document reflects the results of the Curriculum, Instruction and Professional Learning work group’s review of submitted curriculum material in preparation for the initial meeting of the Charter School Accountability Committee on October 23. We invite you to review the set of Commendations, Recommendations, Expectations to inform future work. While it may appear that there are no changes in curricula during a five-year renewal cycle, there may indeed have been changes that occurred at the national and/or state level. Feedback from the Curriculum, Instruction, and Professional Learning workgroup is to ensure that there is a plan for aligning curriculum to the adopted state standards.

The work group requests a response to the Next Steps listed below by November 16 in advance of the final meeting of the Charter School Accountability Committee meeting.

All Content Areas: A plan describing the school’s process for reviewing and revising curriculum to ensure that instruction is aligned to the adopted state standards for the next five years.

ELA: Provide a list of anchor texts used for instruction with all students in grades 11 and 12. Consider sending a representative to Literacy Cadre and/or Literacy Coalition.

Math: Provide the current sequence of mathematics courses students has access to. Consider sending a representative to Math Cadre and/or Math Coalition.

Social Studies/History: Describe how the curriculum addresses the Civics, Economics, and Geography state standards. World History and U.S. History courses do not target Civics, Economics or Geography standards, which are a required part of instruction (14 DE Admin. Code 501, 505). The Social Studies Coalition recommends the following course sequence for high schools: grade 9 – Civics and Geography semester courses; grade 10 – Economics; grade 11 – U.S. History; grade 12 – World History.

Science: Evidence that the curriculum is aligned to the Next Generation Science Standards adopted by the State of Delaware in 2013 (i.e. a lesson from each grade level) and/or a signed Delaware Science Coalition Memorandum of Agreement.

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Delaware Department of Education: Academic Support Team

Charter Renewal Curriculum Review

School: Design Thinking Academy

Date: 10/31/18

ELA:

Overall Evaluation:)

Meets expectations

Partially meets expectations

Does not meet expectations

Commendations:

- Curriculum routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. (Grades 9, 10 and 11)
- Unit/Scope and sequence document targets a set of grade-level CCSS ELA/Literacy standards and includes a clear and explicit purpose for instruction. (Grades 9 and 10)
- Selected texts measure within the grade-level text complexity band and are sufficient quality and scope for the stated purpose. (Grades 9 and 10)
- Units integrate reading, writing, speaking, and listening so that students apply and synthesize advancing literacy skills.
- Focuses on building students' academic vocabulary in context throughout instruction. (Grades 9 and 10)
- Within a collection of grade-level units, there is a balance of informational and literary texts according the guidelines of CCSS. (Grades 9 and 10)
- Includes a progression of learning where concepts and skills advance over time. (Grades 9 and 10)
- Uses varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. (Grades 9 and 10)

Recommendations:

- Use the grade 9 scope and sequence as a template for the other grade levels.

Expectations:

- Target a set of grade-level CCSS ELA/Literacy Standards in each unit in grades 11 and 12. A CCSS map is provided, but only identifies standards addressed in two grades; that is unless both grades 11 and 12 address the same standards in the same sequence across the units. This is unclear.

- Provide clear descriptions/rubrics for American Dream showcase, Take a Stand Project, and the Visual Novel performance tasks (Grade 11) as well as the Debate on Ethics, and One on One interview (Grade 12). Identify what standards they are addressing. It is possible that Speaking and Listening standards are addressed in these projects, but it is unclear as written. (Grade 11)
- Select text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. No specific texts used in instruction were identified on the documents. (Grade 11 and Grade 12)
- Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation. (Grades 9, 11, and 12)
- Include aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. (All Grades)

Math:

Overall Evaluation:

Meets expectations

Partially meets expectations

Does not meet expectations

Commendations:

- Each unit targets a set of grade-level CCSS / DOE Mathematics standards.
- Includes a progression of learning where mathematical concepts advance over time. (Math I in current review and Algebra I, Geometry, and Algebra II from initial review)
- Incorporates the use of technology. (Math I in current review)

Recommendations:

- Include detailed day to day plans to demonstrate experiences for students' conceptual understanding of the CCSS math standards.

Expectations:

- Include and consider ways in which students are demonstrating the standards of mathematical practice as central to lessons.
- Address instructional expectations.
- Include lessons and learning experiences addressing the big ideas and Overarching Themes for each course, providing students with extensive work at grade-level problems. Scope and sequence documents are sparse, listing theme, standards/objectives, and materials only.

- Address lesson / unit assessments and evidence of students mastering standards-based content. Include aligned rubrics and scoring guidelines.

Visual & Performing Arts:

Overall Evaluation:

Meets expectations

Partially meets expectations

Does not meet expectations

Commendations:

- Art/Design- Intro to Design

The curriculum that has been submitted for Art/Design- Intro to Design is aligned to the Standards for Visual & Performing Arts. The four artistic processes Create, Present, Respond and Connect are evident in the curriculum map,

- Intro to Media

The curriculum that has been submitted for Intro to Media is aligned to the Standards for Visual & Performing Arts. The four artistic processes Create, Produce, Respond and Connect are evident in the curriculum map, however, the specific and measurable performance standards are not described at Proficient, Accomplished or Advanced levels for High school.

Recommendations:

- Utilize the Model Cornerstone Assessments
[https://www.deartsstandards.org/mca/visual-arts-on-the-standards-webpage-to-inform-formative, summative and student self-evaluation measures.](https://www.deartsstandards.org/mca/visual-arts-on-the-standards-webpage-to-inform-formative-summative-and-student-self-evaluation-measures)

Expectations:

Identify specific and measurable performance standards in your curriculum map for Art/Design.

Identify specific and measurable performance standards that are described at Proficient, Accomplished or Advanced levels for High school.

Social Studies:

Overall Evaluation:

Meets expectations

Partially meets expectations

Does not meet expectations

Commendations:

- DE History Standards are targeted in the US and World History submitted materials.

Recommendations:

- Join the Schoology groups to access aligned resources: Social Studies Recommended Curriculum (Access Code NSXPF-NTGZS).
- Join and send a representative to the Social Studies Coalition to access in-person professional learning opportunities. Contact [Dusty Shockley for technical assistance](#).
- Consider these social studies e-learning courses:

Deeper Learning Through Questioning and Discourse	<ul style="list-style-type: none">• how to intentionally plan higher order thinking questions• how to create a culture designed for meaningful student collaboration and discourse• how to let students take the lead in classroom questioning and conversation	26093
Navigating the Geography Standards	<ul style="list-style-type: none">• develop an understanding of geographic concepts and content of DE Geography standards• resources for DE Geography standards	26101
Social Studies: 6-12 Disciplinary Literacy in History	<ul style="list-style-type: none">• how the strategies of sourcing/close reading, corroboration, and contextualization help students approach a text, determine key ideas, critically	24577

	<p>evaluate the content, and communicate knowledge</p>	
<p>Using GIS in the Classroom</p>	<ul style="list-style-type: none"> • Use free geographic information systems software ArcGIS Online to develop an understanding of geographic concepts and content of DE Geography standards • Use short, standards-based inquiry activities to teach map-based concepts 	<p>26122</p>
<p>Social Studies: Exploring the Civics Standards</p>	<ul style="list-style-type: none"> • develop an understanding of concepts and content of DE Civics standards • resources for DE Civics standards 	<p>27267</p>
<p>Social Studies: Exploring the Economics Standards</p>	<ul style="list-style-type: none"> • develop an understanding of concepts and content of DE Economics standards • resources for DE Economics standards 	<p>27268</p>
<p>Social Studies: Exploring the History Standards</p>	<ul style="list-style-type: none"> • develop an understanding of concepts and content of DE History standards • resources for DE History standards 	<p>27269</p>
<p>Assessment Literacy in Social Studies</p>	<ul style="list-style-type: none"> • style, structure and expectations of DeSSA social studies • how to align locally developed quizzes, tests, and common assessments 	<p>27273</p>

- **Sample Social Studies Assessment Available**

Students, families and educators are invited to familiarize themselves with the look-and-feel of the revised Delaware social studies assessment, which was given to students as a field test in Spring 2018. An online sample test is available at: <http://delaware.pearsonaccessnext.com/>. [This online sample test mirrors the Spring 2018 assessment, which includes an item cluster format with traditional stand-alone items. The training test provides users a stimulus \(multiple tabs of related information\) and asks six questions. For assistance with the sample test, call 888-827-1089 or contact Dusty Shockley](#)

Expectations:

- Ensure that all Delaware Social Studies standards are targeted in instruction and in curriculum documents throughout the scope of a student's career.
- World History and U.S. History courses do not target [Civics, Economics or Geography standards, which are a required part of instruction \(14 DE Admin. Code 501, 502, 505\)](#). The Social Studies Coalition recommends the following scope and sequence for high schools: grade 9 – Civics and Geography semester courses; grade 10 – Economics; grade 11 – U.S. History; grade 12 – World History. Contact [Dusty Shockley for technical assistance with this expectation](#).
- Provide sample lesson plans and assessments to indicate existing instruction for DE standards missing from the submitted materials.

Questions:

- There are no DE entrepreneurship standards or requirements beyond the [Financial Literacy Standards](#), which must be offered in a high school beginning with the 2021 SY. Is this course an elective in the social studies department or a substitution for DE economics standards? If a substitution, it is not aligned.

Science:

Overall Evaluation:

Meets expectations

Partially meets expectations

Does not meet expectations

Recommendations:

- Attend or call in on the monthly Delaware Science Coalition Meetings. Join the DE Science Coalition Schoology site. Contact Lydia Collins, admin. secretary, for technical assistance. (lydia.collins@doe.12.de.us).
- Teachers must take the DE Science Coalition high school course offerings when offered. The curriculum document turned in is not the revised SGI (Science and Global Issues)

course that has been revised to meet the new standards. Teachers who take the Coalition's course offering would receive the newest addition with NGSS and CCR updates.

- Contact the DDOE Science Resource Center to purchase the curricular materials for the Science and Global Issues (SGI) if this is the curricular materials the school plans to use.
- Use A Framework for K-12 Science Education, (download for free@ www.nap.edu) pages 139-169 and pages 217-240, to guide your scope and sequence work.
- Develop essential questions that are three dimensional. The essential questions do not lend themselves for students to engage in three dimensional learning. How are students going to construct an explanation based on evidence? How are they going to develop and use models, plan and conduct an investigation, use mathematical and/or computation representation while understanding the core ideas and crosscutting concepts? Use A Framework for K-12 Science Education to help guide this work.

Expectations:

- All teachers should be teaching through the lens of NGSS which includes the practices, core ideas, and the crosscutting concepts.
- Register for the following professional learning courses:
 - Science and Global Issues (SGI) training registration PDMS, Course #27629. Class dates: Nov. 9, Dec. 14, Feb. 15, March 15 and April 12th.
 - Living by Chemistry (integrated science/9th physical/chem)- registration PDMS, Course #27652. Class dates: Dec. 4, Dec. 19 and Jan. 7, 2019.

Questions/Comments:

- Students, families and educators are invited to familiarize themselves with the look-and-feel of the revised Delaware science assessment, which was given to students as a field test in Spring 2018. This reference gives information on the whole science assessment system: <https://www.doe.k12.de.us/domain/519>.

World Languages:

Overall Evaluation:

Meets expectations

Partially meets expectations

Does not meet expectations

Commendations-

- It is commendable that the school submitted a World Language Curriculum Map for Spanish.

Expectations-

- The Curriculum Map is missing Standard 4.1- Language Comparisons and Standard 5.1- School and Global Communities. All eleven World Language Standards should be evident in the Curriculum Map.