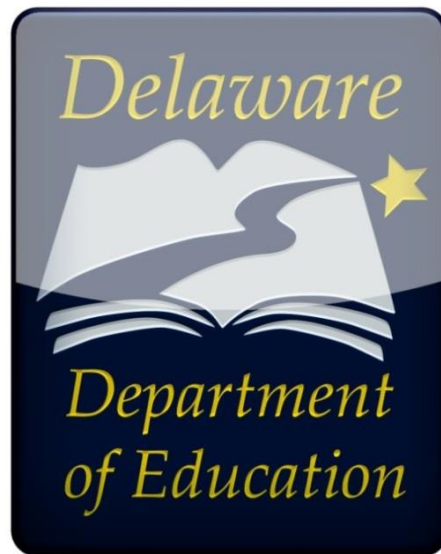


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



First State Military Academy

**RENEWAL APPLICATION
INITIAL REPORT**

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

By October 1, 2018, First State Military Academy (FSMA) submitted an application to renew its charter. Consideration of this application is in accordance with the applicable provisions of 14 **Del. C. Ch. 5**, including § 514A, and 14 **DE Admin. Code 275**. Written renewal application guidance is provided by the Delaware Department of Education (DDOE) on its website. The renewal application template developed by DDOE is aligned to measures and targets within the Performance Framework, which outlines the academic, organizational and fiscal standards by which all Delaware charter schools are evaluated. The evaluation of the school's performance as measured by the Framework is a major component of the decision on the renewal application. The decision on the renewal application is based on a comprehensive review, guided, in part, by the following three questions:

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

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

The following were in attendance at the Initial Meeting of the CSAC on October 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
- Robert Grey, Education Associate, Educator Preparation & Quality, DDOE
- Tracy Neugebauer, Education Associate, Exceptional Children Resources, DDOE
- Brian Moore, Program Manager, School Climate and Discipline, 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
- Wafa Hozien, Education Specialist, Charter School Office, DDOE
- Brook Hughes, Education Associate, Financial Reform and Resource Management, DDOE
- Jennifer Roussel, 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

- C. Scott Kidner, Board President
- Patrick Gallucci, Head of School and Principal
- Stacy Clark, Director of Instruction
- Robert E. Wallace, Senior Marine Instructor
- Dorcell Spence, Financial Consultant
- James E. Berg, Board Treasurer

Discussion

Section 1: Overview

Mr. Kidner provided an outline of the history of the school. He said that it began in 2011 after encouragement from Chuck Baldwin and Senator Thomas Carper to start First State Military Academy in Kent County. The aim was to replicate in Kent County the Charter School model of the Delaware Military Academy. However, First State Military Academy (FSMA) took it in another direction. It is a school where discipline and hard work is important and respect for teachers is stressed and where all the students are taught to be responsible and are held accountable for their actions. FSMA is important as it offers parents more choice and opportunities. Mr. Kidner stated that during the review that there would be a lot heard about the culture of the academy and especially its expectations of the students. There was considerable focus on the duties and the responsibilities of the students. The school combines the Marine JROTC program and project-based learning in a unique way. At FSMA, the teachers are respected and part of the leadership team. Students can grow in what is an untypical school environment, where there is dedication to duty and doing what is right. Mr. Kidner noted that the school recognizes that there are things that it needs to work on and that there is a lot more to do.

Mr. Gallucci described the school's evolution since January 2015 to help the –committee to understand the development of the school. Mr. Gallucci, the school leader said if he could forget everything and redesign the school based on his past experiences he would do the following:

- Focus on the cadets and ensure that the academy met their needs; and
- Hire and support teachers who think unconventionally who in turn could support the cadets.

Mr. Gallucci explained that people had to take precedence; this is what has largely been done at FSMA. The school is a part of the New Tech Learning Network and is a Marine Corps JROTC School. The main goal of the school is to provide the cadets with 21st Century Skills to prepare them for further schooling and for civic life. At FSMA, there is extensive use of one to one instruction between teachers and students. There is also an emphasis on technology, collaboration, productivity, and leadership. The school day is not rigid, but it is one that is flexible to meet the needs of the students. FSMA has added new advisory periods at the start of and the end of the school day. During these advisory periods, the teachers offer supports to students, who can work with staff members. FSMA has extended the school day by adding wi-fi to school buses and this allows students to work before and after their classes.

One of the priorities of FSMA is that of building a learning culture. The staff meets every morning and afternoon. They are encouraged to cultivate relationships with each other

and with the students. In the morning, the cadets assemble in the drill hall for formation. This is to provide the right mind-set for beginning the school day. The formations are cadet-led and they all must conform to the expected behaviors. At all times, the cadets must behave appropriately and to give proper greetings to staff and their fellow students. There is an emphasis on working hard; the staff is committed to working on those little nuances that can help the cadets to achieve their full potential. The cadets are taught that they must persevere, and the staff members and the students have relationships based on mutual trust.

The culture of FSMA empowers teachers and they respond to this. They can take risks in the classroom and therefore FSMA has a 90% retention rate. The cadets are also given responsibilities and they play a part in the development and the maintenance of the school and its culture. For example, cadets developed and oversaw a cadet orientation camp this summer. The school seeks to build success by giving authority to the teachers and the cadets. Recently, the school hired a Director of Instruction to better support teachers. Most of our cadets at FSMA are meeting expectations. There is also evidence of continuous growth in the 9th and the 10th grade. However, the school accepts that it needs to do more. FSMA is placing a greater emphasis on performance. It is doing this by more performance based assessments and increased collaboration. There is a focus on deep learning and promoting higher order thinking. FSMA will succeed in its mission because of its structure, culture, and policies.

Robert E. Wallace, Senior Marine Instructor joined FSMA in 2015. Since then, the number of instructors has increased from two Marine Corps instructors with 202 cadets to five Marine Corps instructors and 435 cadets. The school now has a fully accredited JROTC program. Further, FSMA is now a fully accredited naval officer school which is a rare distinction. FSMA is only one of nine schools out of 65 in the North East region to meet the requirements and achieve that distinction. FSMA has a cadet-led program where leadership and character skills are developed. FSMA is building an educational model that is very special.

Mr. Gallucci introduced the First State Military Video which provided an overview of the school.

Following the video, Mr. Longfellow, CSAC Chairperson, 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 that 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 had corrections to their DSSF data. First State Military Academy did not have any corrections.

- 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

Mr. Longfellow asked the CSAC if they had any questions or concerns regarding the academic performance section of the school's renewal application.

Deborah Hansen, CSAC member, asked representatives of the charter in what ways the academic program had changed or improved since the charter was approved. Mr. Kidner acknowledged that the academic performance of the school was not as it should be. This was recognized by the school and as a result a new Director of Instruction, Stacy Clark, was hired to support the teaching staff. Ms. Clark was given permission by the school board and the principal to specifically help the staff with instruction and was very important in supporting the staff so that academic standards could improve. Ms. Hansen asked the school to describe its supports for diverse students, addressing the entire spectrum of exceptionality from students with special needs to precocious learning.

Ms. Hansen was aware that FSMA has a dual enrollment policy but wanted further insight as to curricular programming. Ms. Clark agreed that the dual enrollment policy is important. For precocious learners, there is an AP program available and there are a range of honors classes available to all students. The school policy is one based on differentiation and meeting the individual learning needs of all of the students. Scaffolding is also used to support the different needs of the cadets from an academic perspective. Differentiation and scaffolding are very important in the support of exceptional students. The emphasis is on deep learning and higher order thinking skills. With regard to students who have special learning needs, those students can attend Response to Intervention or RTI classes. The students who attend these classes are mostly from Tier Three. There is a support team for those students who have some challenges and they cover all areas. There is a special education teacher at FSMA.

FSMA offers a special skills course to those who need it. There are regular reviews of students' performance and these are based on data. Intensive instruction is provided to those whose data means that they are not performing at a suitable level. For these students, there is a push in and pull out strategy. We put in students in the morning and then pull them out in the afternoon, depending on their capabilities. Many of our students who are in this program are freshman and have not scored high in assessment while in the Delaware Public School system. There are extensive intervention strategies being used, and this is tied to RTI. Those who need extra supports are often identified by teachers during collaborative meetings after school. Tracy Neugebauer, CSAC Member from Exceptional Children Resources, asked for some clarification on the special skills course mentioned earlier. Ms. Clark explained it was instituted as a result

of the school looking more intensely at data. Ms. Clark explained that the course is a career and academic support skills course. This course allows a student to successfully transition to further education or to a career.

Ms. Hansen asked about the professional development of the staff and how FSMA was trying to improve the quality of the teaching in the school. Ms. Clark, Director of Instruction, stated that professional development was teacher lead and that there were protocols established that support this. Teachers were encouraged to share best practices with each other during meetings. Every two weeks, there is a meeting dedicated to professional development. Furthermore, there is a meeting held every day where the teachers discuss best practice. However, this can be challenging because of the small numbers of teachers in the faculty. These teacher lead professional development meetings have resulted in changes; for example, there is now usually only 25 students in ELA and in Math classes.

There are several areas that have been identified where teachers need to grow, and these include higher level questioning and student engagement. On these issues, there needs to be more done. In an effort to achieve this, FSMA is using rubrics to support teachers. Ms. Clark also noted that she conducted walkthroughs and evaluations of teachers' performance; the results of these were shared with the teachers. If there are any struggles, the teachers are encouraged to get together as a team and to work through them. A survey is sent to the staff members. The survey helps the teachers identify their strengths and weaknesses to help them make necessary changes towards continuous development. The situation is very fluid, and it is based on needs. Increasingly, professional development supports are based on the gathering of data on performance. This allows FSMA to look at root cause in relation to poor teaching performance levels. FSMA has recruited a coach who will help the teachers with their professional development. It was felt that there was a need for a coach or mentor for the staff at FSMA as they advanced in the New Tech Network and to help students to achieve their academic goals.

Ms. Massett asked for more clarification about the New Tech Network. Mr. Gallucci provided an overview of the New Tech Network. Mr. Gallucci explained that FSMA is a part of the New Tech Network, which was formed by business leaders in Napa, California who decided that students were graduating from high school and that the traditional learning methods did not prepare these students for life after high school. New Tech is about knowledge and thinking being just as important as testing; that is the basic premise behind New Tech. FSMA measures student attitude towards learning as well. It is used in conjunction with the core curriculum. This is a network that FSMA uses to share resources, projects and best practices.

Ms. Clark, Director of Instruction, added that the New Tech Network promotes an integrative approach to learning. The focus is on teaching the students to integrate their knowledge. It is not just focusing on core subjects; it sought to help students to take an integrative approach. The students are encouraged to take this integrative approach, especially when they are engaged in project-based learning. Ms. Clark noted that project-based learning was not the only teaching strategy. If necessary, small groups of students are provided with direct instructional

supports.

Ms. Hansen asked if the school was achieving its mission statement, especially about student growth. Mr. Gallucci admitted that based on the DSSF scores, the school is not performing well academically. However, he noted that based on the PSAT scores there were some real improvements. For example, in the fall of last year, on average the students scored 61 below the state average but by the spring they were only 29 points below the state average. There has been continuous improvement in line with the mission of the school. Mr. Gallucci believes that the school needs to improve and will meet its academic achievement goal.

Ms. Clark noted there is both an achievement gap and an opportunity gap. She noted that emotional growth is hard to measure as it is qualitative. As a result, FSMA includes social supports, it looks at the little things that can help students to achieve their goals. A great deal of emphasis is placed on getting all students involved in something at FSMA. This has been important, and it can be seen in the trajectory of the scores for communications. Another metric that the school seeks to monitor is agency, which is the capacity and propensity to take purposeful initiative, in relation to things such as persistence, working as a team member, which is important in growth and success in the long term.

Section 3: Organizational Performance

Mr. Longfellow then turned to the issue of Organizational Framework. Mr. Taylor asked how many board members are there. Mr. Kidner explained there are seven board members. Mr. Taylor then asked about the financial training of the board and the corrective action plan. A number of the board members do not have the requisite training. Mr. Kidner said that he is addressing the issue. He noted that it was difficult to persuade board members to take the necessary training but he is working on that with them.

Ms. Neugebauer then noted that the FSMA scores in Special Education had met the required standards and that this was good. She noted that there had been three different people responsible for Special Education in a short period of time. She stated that this was a high turnover of staff and could impact students' performance and development. She noted that Mr. Adam McCarthy was progressing in his role in Special Education at the school and that required corrections had been made to the support given to students with special educational needs. Ms. Neugebauer spoke approvingly of the extra resources that have been allocated to this area.

Section 4: Financial Performance

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

1. The financial performance has improved based on the review by the department.
2. They met the standard in five out of nine categories.
3. This is the first year that it was possible to review the full year accounts of the school.
4. This was also the first year that the school was rated for cash flow and total revenue.

5. Some debt covenants had not been met.

Mr. Longfellow said that FSMA representatives sought to make a minor modification to the charter decreasing student enrollment to 475. This was not technically part of the renewal process. This modification could impact on the financial performance of the school in the future. Mr. Carwell clarified if the school files a modification request, it can be processed at the same time as the renewal.

Mr. Longfellow noted that the projections were flat in the projected budget. He noted that FSMA did not take into account inflation and possible future changes to the funding received by the school, especially from the Department of Defense that does not stay constant. This was a concern. Ms. Spence, FSMA financial consultant, noted that many items are hard to predict but others were more predictable. The question regarding summer pay was brought up by Mr. Longfellow. Mr. Longfellow asked if it were being paid: from a specially designated fund or from carry-over from the previous year's budget. Ms. Spence stated that some was from the carry-over and some from a contingent budget.

Mr. Longfellow asked about the debt-asset ratio, and Ms. Spence noted that the school had a low asset ratio. Ms. Spence noted that this was because of the nature of some loans and a desire not to have the school burdened with high debt. At present, there are some new revenue fundraising measures being enacted to address this issue. Mr. Kidner noted that the limits on enrollment means that they will have to find new revenues from elsewhere. Mr. Taylor asked whether FSMA had defaulted on their USDA loan, and if that will be a burden on the school moving forward. Mr. Kidner and Ms. Spence stated that this was being resolved. Mr. Taylor noted that the external loan could adversely impact the performance of the school. Ms. Spence stated that the USDA told them that they had to have the loan and leave it on their account. Mr. Gallucci, the principal, was confident that as the school grew that FSMA could meet its debt servicing obligations.

Section 5: Five-Year Planning

The five-year plan of the school involved decrease the student body to 475, which will require a modification of the charter. This figure would not be exceeded because of a desire to maintain the culture of the school. The increase in the number of students would help the school to maintain financial viability. Two more classes would be added. There would be more teachers employed by the school. There was a plan developed that would allow the students to meet the required academic standards and there was expected to be a regular review of the curriculum. There are plans to renovate some FSMA buildings to improve the quality of education, as this is part of a strategy to improve the educational environment at FSMA. Central to the plan was efforts to raise new revenues to help the school with its debt obligations. It is recognized that the student enrollment cap as 475 means that extra grant money and donations from individuals are required. There are also plans for more formal training programs for both the staff and the management of the school.

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:

Academic Performance

1. Plan for the steps the school will take to achieve expected outcomes and growth for all students. (NOTE: This is the answer Question B on Page 34 of the renewal application.)

Organizational Performance

2. Plan to complete all board and CBOC training
3. A plan for compliance with the Non Academic Mandatory Training requirements for the school staff. This is the required training such as suicide prevention, bullying prevention and gang awareness etc.
4. Educational Program: See Appendix 1 for review notes from DOE's Curriculum, Instruction and Professional Development workgroup.

Financial Performance

5. Internal controls documentation for the school procedure for expenditure and purchasing.
6. Resubmit the 100% Budget
7. Submit 80% budget projections (NOTE: For both the 100% and 80% Budget: reflecting inflationary factors, enrollment projections, increasing cost for rent/lease, etc.)

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 2nd Floor Cabinet Room, Townsend Building, Department of Education, 401 Federal Street, Dover DE 19901.
- The public comment period ends on December 14, 2017.
- 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 as necessary.



CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

RENEWALS 2018

FIRST STATE MILITARY ACADEMY				
Grades	ELA	Math	Science	SS/Hist.
9-12	Does not meet	Partially meets	Does not Meet	Partially Meets

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- Clarify course progressions so that all 11-12 English standards (Reading Literature and Reading Informational) are addressed.

Science- The State of Delaware adopted Next Generation Science Standards in 2013. Please address the missing required standards from each grade level-9th, 10th, 11/12th grade.

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Delaware Department of Education: Academic Support Team

Charter Renewal Curriculum Review

School: First State Military Academy

Date: 10/31/18

English/ Language Arts:

Overall Evaluation:

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

Commendations:

- (Grades 10 and 12) Texts measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.
- (Grade 10) Units integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.

Recommendations:

- (All Grades) Focus on building students' academic vocabulary in context throughout instruction.
- (All Grades) Facilitate rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking and text-dependent questions.

Expectations:

- (Grades 9 and 11) Select texts that measure within the grade-level text complexity band and are sufficient quality and scope for the created purpose.
- (Grades 9 and 11) Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.
- (Grades 9 and 11) Craft writing assignments that expect students to draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument

in various forms. Student work products were text inspired as opposed to text dependent in some units of study.

- (All grades) Clarify course progressions so that all 11-12 English standards (Reading Literature and Reading Informational) are addressed.

Questions:

- The ELA Flow chart only indicates one English 10 course other than AP Language and Composition. What is the difference between the English 10 Essential Curriculum and English 10-Between Readers and Writers?

Math:

Overall Evaluation:

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

Commendations:

- Each course targets a set of grade-level CCSS / DOE Mathematics standards.
- Includes a progression of learning where mathematical concepts advance over time.
- Course units identify learning targets as instructional expectations.

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.
- Include lessons and learning experiences addressing the identified big ideas for each course, providing students with extensive work at grade-level problems. Scope and sequence documents are sparse, listing standards/objectives, and big ideas / driving questions only.
- Address lesson / unit assessments and evidence of students mastering standards-based content. Include aligned rubrics and scoring guidelines.

Social Studies:

Overall Evaluation:

- Meets expectations

- Partially meets expectations
- Does not meet expectations

Commendations:

- 3 course sequence includes standards in 3 areas

Recommendations: 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 evaluate the content, 	24577

	and communicate knowledge	
Using GIS in the Classroom	<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 	26122
Social Studies: Exploring the Civics Standards	<ul style="list-style-type: none"> • develop an understanding of concepts and content of DE Civics standards • resources for DE Civics standards 	27267
Social Studies: Exploring the Economics Standards	<ul style="list-style-type: none"> • develop an understanding of concepts and content of DE Economics standards • resources for DE Economics standards 	27268
Social Studies: Exploring the History Standards	<ul style="list-style-type: none"> • develop an understanding of concepts and content of DE History standards • resources for DE History standards 	27269
Assessment Literacy in Social Studies	<ul style="list-style-type: none"> • style, structure and expectations of DeSSA social studies • how to align locally developed quizzes, tests, and common assessments 	27273

• **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/>.

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 [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.

Science:

Overall Evaluation:

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

Recommendations:

- Have students read multiple sources and develop summaries of information and less on reading textbooks and answering questions at the end of each chapter
- Have students focus less on rote memorization of facts and terminology and more on facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.
- Use the www.nextgenscience.org and <https://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts> to help guide your planning.

Expectations:

- Please add standards missing from each grade level-9th, 10th, 11/12th grade see: <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/391/9th-12th%20coursemapping.pdf>
- Facilitate teaching in a three dimensional way (science and engineering practices, core ideas and crosscutting concepts) in order to meet the Next Generation Science Standards.
- 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:

- In the physics course, DCIs are only referenced (PS2: Motion and Stability). What are the students doing? The “doing” part are the practices of the standards.
- How is physical, biology and earth science being tied to other science disciplines within each course? A suggestion might be to evaluate your curricular materials using the EQUIP rubric,
<https://www.nextgenscience.org/sites/default/files/EQUIPRubricforSciencev3.pdf>