

CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Early College School RENEWAL APPLICATION FINAL REPORT

CSAC Final Meeting: November 30, 2022

By September 30, 2022, Early College School (ECS) submitted an application to renew its charter. Consideration of this application is in accordance with the applicable provisions of 14 Del. C. § 514A and 14 DE Admin. Code § 275. Written renewal application guidance is provided by the Delaware Department of Education (DOE) on its website. The renewal application template developed by DOE 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.

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 review of the charter applicant's renewal application, performance review reports, annual reports and performance agreements and during CSAC meetings.

The following individuals attended the final meeting of CSAC on November 30, 2022:

Voting Committee Members of the Charter School Accountability Committee

- Kim Klein, Associate Secretary of Operations Support and CSAC Chairperson
- Aimee Beam, Education Associate, School Support
- Gregory Fulkerson, Education Associate, Academic Support
- Tiffany Green, Education Associate, Workforce Support
- Brook Hughes, Education Associate, Operations Support
- Joyce Leatherbury, Education Associate, Academic Support
- April McCrae, Education Associate, Academic Support
- Ted Molin, Community Member

Ex-Officio Members (Non-voting)

- Kendall Massett, Executive Director, Delaware Charter School Network
- Deborah Stevens, Delaware State Board of Education

Staff to the Committee (Non-voting)

- Leroy Travers, Director, Charter School Office
- Carla Jarosz, Deputy Attorney General
- Faye Schilling Education Specialist, Charter School Office

Representatives of Early College School

- Evelyn Edney, Head of School
- Marsha Horton, Board President
- Nyia McCants, Principal
- Dara Savage, Associate Principal

Discussion

Ms. Klein stated that CSAC held its initial meeting on October 25, 2022 and issued its initial report on November 1, 2022. The school was provided an opportunity to submit a response to the CSAC initial report by November 16, 2022 and the school submitted a timely response. Ms. Klein stated that DOE and State Board of Education held a joint public hearing on November 1, 2022. Ms. Klein stated that the purpose of final meeting was for the committee to continue its review of the renewal application, pursue any areas of concern through a discussion with the applicant, and issue a recommendation on the application.

CSAC identified areas in which they are seeking additional information from the school.

Curriculum, Instruction, and Professional Development

1. The Curriculum, Instruction, and Professional Development work group provided the school with a curriculum review that identified expectations in English Language Arts, Math, and Visual and Performing Arts that need to be addressed in those areas.

1. English/Language Arts (ELA)

- a. Provide revised scope and sequence documents for every grade by January 3rd. These scope and sequence documents should include evidence of metrics listed for the following three Non-Negotiables of IMET:

- i. Non- Negotiable 1: Anchor texts are worthy of students' time and attention, texts are worthy of quality and rigor, containing rich, academic language, meeting appropriate text complexity criteria for each grade.
- ii. Non-Negotiable 2: Curriculum/Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy.
- iii. Non-Negotiable 3: Curriculum/Materials build knowledge systematically through reading, writing, speaking and listening, and language study.

A - Teachers will embed grade level appropriate decoding skills with foreign root studies and applications. Educators will incorporate paired reading strategies to build fluency. Teachers will embed annotations activities such as comprehension building practices, as well as challenge students with challenging text. Regarding expectations, ECS will provide a revised scope and sequence document for every grade by January 3, 2023. The ELA department has met twice and are setting up additional meetings to work on this to ensure that the recommendations are met according to the expectations of DOE.

2. Math:

- a. By January 3rd, based on ECS's continued review using Ed Reports, provide documentation on how identified gaps in practice or content standards are being addressed. Include which instructional materials are being provided to teachers to address the gaps in standards.
- b. It is the expectation that the high school math courses falling outside of the SpringBoard curriculum are included as they fall within the mathematics courses and graduation requirement. DDOE has no information on standards and content beyond Algebra II. While there is a common understanding of the standards/content that falls under Precalculus and College Algebra, it is not commonly understood what content/standards are covered in Consumer Mathematics. Without course specific scope and sequence, DDOE has no evidence that Consumer Mathematics meets Reg 505 2.1.1: *students completed work no less than the required 3 courses (Alg. I, Geo., Alg. III)*. By January 3rd, provide a course scope and sequence for Consumer Mathematics.

A - By January 3rd, ECS will be able to provide a complete report to discuss the identified gaps, standards, and mathematical practices that were listed in the recommendations through EdReports. ECS is currently in the process of reviewing the reports and engaging in a deep dive of all the math curriculum with SpringBoard and using the IMET tool. Through this process the team has met several times to discuss the process for identifying which standards and mathematical practices are not clearly identified in the curriculum and which resources will be used to supplement the material the school is currently using and explicitly teach those standards. The Math department is already using supplemental resources and materials because College

Board assumes that students are on grade level. However, some gaps in the standards and amongst learners exist, therefore, ECS will use those resources, which we are not readily able to be pulled out from the SpringBoard curriculum. The other expectations from DOE were to provide a scope and sequence for Consumer Mathematics. The sequence was already completed and includes all the standards aligned to each unit of that course.

3. Visual and Performing Arts

- a. There are 11 Anchor Standards within the Traditional and Emerging Ensemble strand of the Arts Standards that fall into four artistic processes. These artistic processes create a well-rounded arts education experience for students in ensembles. Therefore, it is critical that students engage in learning experiences that demonstrate alignment to more than one single standard. Students can create warm-ups or short patterns to demonstrate understanding of repertoire. They can respond to recordings of their repertoire performed by other ensembles OR by their own ensemble. Students can connect by understanding the repertoire's place in history or within the culture of the classroom, state, nation, or world.
- b. By January 3, provide documentation of alignment to standards. As the units currently show, students are only learning from a single standard, Pr.4.3.E (5a,8a,1a) for every unit. This does not highlight a complete standards alignment. There are also two other performing standards that could be addressed as well within a multi-grade level instrumental unit/lesson.
- c. While it is not the expectation that each unit cover each standard or artistic process, it is the expectation that each of the artistic processes are covered over the course of study. By January 3, submit documentation of that each artistic process is covered of the course of study.

A - The Performing Arts and Music teams have met, and will continue to meet, as they conduct a deep dive into what was submitted. The team has ensured that all three strands of those 11 standards are included- not only performed but are engaged and created as well. With performing arts, especially with band, the change from marching band into concert band occurs in the spring, therefore ECS wants to ensure that all those things are included and submitted to the DDOE by January 3rd.

Follow-Up Questions for Curriculum, Instruction, and Professional Development

Mr. Travers asked if any other individual and non-voting members of the CSAC any questions or concerns regarding the application had that would require further discussion.

Kendall Massett- Thanked ECS for continuing to do great things for kids. She expressed confidence that the school will be able to get these documents to DOE by January 3rd if not before that date.

A - Dr. Horton and Dr. Edney were appreciative of the professional relationship, support, and feedback from the department. Additionally, Dr. Edney provided the accomplishments of the Early College School over the last eight years which include: five graduating classes, a 91%

graduation rate, 100% of all special education students graduating in four years; six Business Professionals of America (BPA) state winners; four BPA national winners, one state student council president; a new middle school; one state principal of the year; 94% average daily school attendance rate; and 11,567 college credits earned by ECS students.

Conclusion

Ms. Klein asked if there was a motion to recommend that Early College School has met the standard for charter operations under the charter school law and, therefore, its charter should be renewed for a five-year term beginning on July 1, 2023 with or without conditions. The motion was made and seconded to recommend approval with the condition that the school will meet expectations outlined in the Curriculum, Instruction and Professional Development workgroup feedback as listed below.

1. English/Language Arts:

- a. Provide revised scope and sequence documents for every grade by January 3. These scope and sequence documents should include evidence of the metrics listed for the following three Non-negotiables of the Instructional Materials Evaluation Tool (IMET):
 - Non-Negotiable 1:** Anchor texts are worthy of students' time and attention, texts are worthy of quality and are rigorous, containing rich academic language, meeting appropriate text complexity criteria for each grade. ii.
 - Non-Negotiable 2:** Curriculum/Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. iii.
 - Non-Negotiable 3:** Curriculum/Materials build knowledge systematically through reading, writing, speaking, and listening, and language study.

2. Math:

- a. By January 3, based on ECS@DSU's continued review using EdReports, provide documentation on how identified gaps in practice or content standards are being addressed. Include which instructional materials are being provided to teachers to address the gaps in standards.
- b. It is the expectation that the high school math courses falling outside of the Spring Board curriculum are included as they fall within the mathematics courses and graduation requirement. DOE has no information on standards and content beyond Algebra II. While there is a common understanding of the standards/content that falls under Precalculus and College Algebra, it is not commonly understood what content/standards are covered in Consumer Mathematics. Without a course specific scope and sequence, DOE has no evidence that Consumer Mathematics meets Regulation 505 2.1.1: students completed work no less than the required three courses (Algebra I, Geometry, and Algebra II). By January 3, provide a course scope and sequence for Consumer Mathematics.

3. Visual and Performing Arts:

- a. There are 11 Anchor Standards within the Traditional and Emerging Ensemble strand of the Arts Standards that fall into four artistic processes. These artistic processes create a

well-rounded arts education experience for students in ensembles. Therefore, it is critical that students engage in learning experiences that demonstrate alignment to more than one single standard. Students can create warm-ups or short patterns to demonstrate understanding of repertoire. They can respond to recordings of their repertoire performed by other ensembles OR by their own ensemble. Students can connect by understanding the repertoire's place in history or within the culture of the classroom, state, nation, or world.

- b. By January 3, provide documentation of alignment to standards. As the units currently show, students are only learning from a single standard for every unit. This does not highlight a complete standards alignment. There are also two other performing standards that could be addressed as well within a multi-grade level instrumental unit/lesson.
- c. While it is not the expectation that each unit cover each standard or artistic process, it is the expectation that each of the artistic processes are covered over the course of study. By January 3, submit documentation of that each artistic process is covered of the course of study.

The motion was carried unanimously.

Next Steps:

- The public comment period will close on December 8th.
- The Secretary of Education will announce his decision at the December 15th State Board of Education meeting and ask for the assent of the State Board.