

## MOT Charter School

### Response to the Charter School Accountability Committee (CSAC)'s Preliminary Report and Recommendations

---

#### I. CRITERION ONE: APPLICANT QUALIFICATIONS

*The CSAC found that Criterion One was met.*

#### II. CRITERION TWO: FORM OF ORGANIZATION

##### **Response:**

**MOT Charter School's Certificate of Incorporation and Bylaws have remained unchanged since the renewal of our charter on January 20, 2011. A copy of the approved Certificate of Incorporation and Bylaws are included with the response as Attachment A.**

#### III. CRITERION THREE: MISSION, GOALS, EDUCATIONAL OBJECTIVES

*The CSAC found that Criterion Three was met.*

#### IV. CRITERION FOUR: GOALS FOR STUDENT PERFORMANCE

*Sections (a) and (b): The CSAC asked MOT to provide performance goals disaggregated by grade and ethnicity "so that the Charter School Accountability Committee can review them and determine the rigor and responsiveness of the current Board and administration to existing school performance measures."*

##### **Response:**

**MOT Charter School's disaggregated DCAS results for K-8 in the 2011-2012 year are included as Attachment B.**

##### **Reading:**

**Compared to the state's average reading performance, reading performance was consistently strong across the grade levels. In grades 5, 6, and 8, 100% of the African American students were proficient, compared to their white peers (93%, 100%, and 91.5% proficient, respectively).**

**Grade Three African American students is the only category where MOT Charter students did not exceed the state average and where African American student percent proficiency was significantly less than the proficiency of the grade as a whole. In Third Grade, 6 out of the 10 African American students (or 60%) met proficiency as compared white student proficiency of 91.2%. Because the number of students is very small, it is difficult to draw conclusions based just on these results. However, we will continue to provide these students with additional instruction and needed supports to improve their reading achievement.**

**In order to improve proficiency rates in reading at the third and fourth grades to the level of the rest of the school, we have engaged the Delaware Reading and Writing project to help our teachers improve their instructional practices. We have undertaken an intensive review of our curriculum and assessments. Finally, we will be participating in Common Ground training and work over the next year to ensure that we fully implement the shift to the Common Core.**

**Math:**

Performance in math was consistent across the grade levels in 2011-2012. The largest performance gap based on race (when looking at the individual grade levels) occurred in the fifth grade where 75% of African American students were proficient compared to 95.2% of their white peers. However, there were only 4 African American students who took the fifth grade state assessment. Based on the fall 2012 scores, all four of these students are on target to meet proficiency at the end of sixth grade.

Student performance goals for the high school disaggregated by race and based upon the Performance Frameworks is included with our response. See Attachment C.

*Section (c): The CSAC noted that MOT Charter provided a chart containing an assessment schedule, rationale, and discussion. Although not specifically stated, a fair reading of this comment is that the information provided in the modification application was satisfactory.*

*Section (d): The CSAC noted that the Performance Agreement and analysis was included and satisfactory.*

*Section (e): This section requests a Charter Performance Agreement for the renewal period. Attachment C provides student performance objectives. The school's current Performance Agreement covering year*

**Response:**

**MOT Charter School has included measurable outcomes for student and financial performance at Attachment C.**

V. CRITERION FIVE: EVALUATING STUDENT PERFORMANCE

*The CSAC found that Criterion Five was met.*

VI. CRITERION SIX: EDUCATIONAL PROGRAM

***Curriculum***

**Response:**

**English Language Arts**

Based on comments from the reviewer, we have met with DOE representatives regarding the English Language Arts curriculum. A revised Scope and Sequence for Grade 9 along with a representative unit is included with the response as Attachment M. We will continue to work with the DOE through individual meetings and our participation in Common Ground to develop the remainder of the units in accordance with the Curriculum Development Timeline set out in Attachment D.

**Mathematics**

Based on the comments of the reviewer, we have met with leaders within the Delaware Mathematics Coalition and have revised our Scope and Sequence to reflect IMP as the core curriculum for

mathematics. Scope and Sequence documents for IMP Years 1-4 as well as three representative units taken directly from IMP Years 1 and 2 are included with this response as Attachment N.

In addition, MOT Charter has been an active member in the coalition for the past several years. See Attachment E. In the past few years, our math specialist and 6 of our math teachers have participated in the math leadership group. We will continue to be an active member of the math coalition and will extend our participation to high school math preparation beginning in the 2013-2014 school year.

### **Science**

MOT Charter School has long been an active member of the Delaware Science Coalition and intends to continue this participation K-12 upon approval of our modification. See Attachment F.

### **Social Studies**

Based upon comments from the reviewer, we have made the following adjustments to the Social Studies curriculum. The revisions are included with the response at Attachment O.

1. We have restructured the courses to better align with the Delaware Recommended Curriculum:
  - a. Grade 9 – Civics and Geography
  - b. Grade 10 – Economics & Personal Finance
  - c. Grade 11 – US History

We will continue to build World History as a course for Grade 12.

2. We have revised the Economics Scope and Sequence to address Standard 4 by including the Delaware Recommended Curriculum Unit: Economic Globalization.

We have eliminated the Junior Achievement Units and have adopted a Personal Finance Scope and Sequence based the “*Keys to Financial Success*” course offered by the Delaware Council for Economic Education and the Federal Reserve Bank of Philadelphia. We will continue to refine these maps once we our teachers have attended the week long training offered.

3. We have added Geography Units to the 9<sup>th</sup> Grade Integrated Scope and Sequence.
4. We have revised the US History Scope and Sequence to include additional units of instruction.

MOT Charter is an active member of the Delaware Social Studies Coalition. See Attachment G. We will continue to participate in the Social Studies Coalition and the Social Studies leadership group. Through this participation and work, we will continue to improve our K-8 program as well as 9-12 program.

### **Physical Education**

Based upon comments from the reviewer, a revised Physical Education curriculum is included in this response at Attachment P. The 9<sup>th</sup> Grade physical education class is centered on the AAPHERD-approved and recommended “Fitness for Life” curriculum.

### **World Languages**

Based upon comments from the reviewer, a revised Scope and Sequence for Spanish I and II and two additional units are included in this response at Attachment Q.

## **Visual and Performing Arts**

Based upon the comments from the reviewer, a revised Visual and Performing Arts curriculum is included in this response at Attachment R.

### *Plans for At-Risk Students*

*The CSAC found that this sub-criterion was met.*

### *Meet State Graduation Requirements*

*The CSAC found that this sub-criterion was met.*

### *Student-Teacher Ratio*

*The CSAC found that this sub-criterion was met.*

### *Unique Features of the School:*

*The Committee asked for a plan by which dual enrollment programs might be made a reality.*

## **Response:**

It is planned that the School will conduct a dual enrollment program for all eligible 11<sup>th</sup> and 12<sup>th</sup> graders. Articulation agreements between MOT Charter School and Delaware Technical and Community College as well as the University of Delaware's Distance Learning Program will be negotiated in the 2014-15 school year, if not before, for implementation the 2015-16 school year (first year with 11<sup>th</sup> graders), which will define program elements including student eligibility, course syllabi, expected course competencies, and grading policies. The planning period will include documenting key roles/responsibilities, seeking grants for funding this program, tuition waivers, eligibility requirements, parent/student information seminars (including early notification of eligibility requirements), and SAT testing in 10<sup>th</sup> grade.

### *High Quality Professional Development*

*The CSAC found that this sub-criterion was met.*

### *School Calendar and Master Instructional Schedule*

*The CSAC asked for clarification regarding what happens between blocks two and three during the regular instructional day and if students are scheduled for lunch between 10:25 and 11:35.*

## **Response:**

**The time between blocks 2 and 3 (10:25 am – 11:35 am) is set aside for student lunch and student advisory.**

### VII. CRITERION SEVEN: STUDENTS WITH SPECIAL NEEDS

*The CSAC found that Criterion Seven was met.*

### VIII. CRITERION EIGHT: ECONOMIC VIABILITY

*The CSAC found that Criterion Eight was met.*

IX. CRITERION NINE: ADMINISTRATIVE AND FINANCIAL OPERATIONS

***Plan for managing financial operations***

*The CSAC found that this sub-criterion was met.*

***Roles and responsibilities of the Board of Directors***

*The CSAC found that this sub-criterion was met.*

***Internal Form of Management at the School***

*The CSAC requested MOT Charter School to provide an organizational chart as part of its response to the Preliminary Report.*

**Response:**

**An organization chart for year 1 and year 4 is included at Attachment H.**

***Teacher and Parent Involvement in Decision-Making at the School***

*The CSAC found that this sub-criterion was met.*

***Criteria and Timeline for Hiring Staff//Recruitment of Delaware Certified Teachers***

*The CSAC requested more information concerning the timeline, process, and criterion used to recruit and hire quality candidates.*

**Response:**

**After speaking with the Department, we have refined our hiring process. A hiring timeline and criterion used to select quality teachers are included with our response at Attachment I.**

**The table below outlines a general timeline for our hiring goals. We have already begun to informally recruit by tapping into existing networks. This will intensify and become more formal once we have our approval. It will become increasingly aggressive as needed to meet the goals outlined in the table below.**

<b>Percentage Hired by</b>	<b>Month</b>
15%	March 1
45%	April 1
75%	May 1
95%	June 1
100%	July 1

**In addition to advertising in local and regional newspapers and on our website (which has been effective for us), we intend to establish relationships with each of the colleges and universities in Delaware, as well as Washington College, and selected schools in New Jersey and Pennsylvania.**

**We have also agreed to be in the first phase of the new recruiting portal being launched this spring. Finally, although the thinking around this has just begun, we have reached out to**

contacts at the University of Delaware and Delaware Technical Community College with the hopes of establishing a more formal partnership than may provide a recruiting pipeline.

*Incorporation of the Delaware Performance Appraisal System in Staff Evaluations*

*The CSAC found that this sub-criterion was met.*

*Human Resources Policies*

*The CSAC found that this sub-criterion was met.*

*School Accountability to Parents*

*The CSAC found that this sub-criterion was met.*

*Contracting Operations with an Outside Group*

*This CSAC agreed that this criterion is not applicable. MOT is not contracting any operations with an outside group.*

*Requirements for Outside Groups Managing Education, Administration, and/or Financial Operations*

*The CSAC agreed that this criterion is not applicable.*

*Plan to Recruit Students*

*The CSAC asked for information about the current waiting list at MOT.*

**Response:**

**A summary of the waiting list for the 2013-2014 school year is included with response at Attachment J.**

*Admissions Preferences and Selection Process*

*The CSAC sought a number of clarifications regarding the admissions preferences and enrollment process:*

*Clarification is needed to confirm that the preferences for children of full-time teachers, students residing in the Appoquinimink School District, and students who have a specific interest in the school's teaching methods, philosophy, or educational focus are described as preferences in the school's charter and that "full-time teachers" are those employed by the school on a permanent basis for at least 30.0 hours per week during the school year.*

**Response:**

**MOT's charter currently provides preferences for children of full-time teachers and students residing in the Appoquinimink School District. The "specific interest" preference is new and would only be used for grades 9-12. The requested clarification regarding the preference for children of full-time teachers has been completed by modification to the Student Admissions Policy. See Attachment K, page 2, item 4.b.**

*Clarification is needed as to when the preferences are applied. The application narrative, at pages 28-29, seems to indicate that preferences will be applied after the names are drawn from the lottery, while the admission selection principles in Attachment C seem to indicate that preferences will be applied before the lottery.*

**Response:**

**All preferences will be applied after names are drawn from the lottery. See Attachment K, page 1, item 3.b.**

*Clarification is needed as to when the MOT charter students advancing to the next grade have a “right” to admission (page 2 of Attachment C) is applied and how it will be applied to the interest preference (e.g., for the 2014 - 15 school year, the planned first year for high school students for the 9<sup>th</sup> and 10<sup>th</sup> grades, are the 2012 - 2013 8<sup>th</sup> graders “automatically” admitted to 9<sup>th</sup> grade; the 2013 - 2014 8<sup>th</sup> graders are “automatically” admitted to 10<sup>th</sup> grade, and then those students are “assigned” to one of the academies based on the demonstrated interest preferences and then the other preferences are utilized before or after the lottery?).*

**Response:**

**Current MOT Charter School students will have the right to advance to 9<sup>th</sup> grade and return for 10<sup>th</sup> grade. We will ask these students to complete the admissions process so that we know which Academy they intend to join and how many open seats are remaining for the lottery. The lottery will then be conducted and the preferences applied. See Attachment K, page 2, item 5.**

***Timetable for School’s Application and Admissions Process***

*The CSAC found that this sub-criterion was met.*

***Administrative Tasks to be Done between Approval and School Opening***

*The CSAC requested a “detailed timeline of administrative tasks to be completed before the high school opens [with] a description of all relevant tasks, the names/titles of the parties responsible for each task, criteria for the successful completion of each task, and benchmark dates for all tasks.*

**Response:**

**A detailed High School Planning timeline is included with this response at Attachment L.**

X. CRITERION TEN: INSURANCE

*The CSAC found that Criterion Ten was met.*

XI. CRITERION ELEVEN: SCHOOL DISCIPLINE AND ATTENDANCE

***Section (a):*** *The CSAC found that sub-section (a) was met.*

***Section (b):*** *The CSAC recommended that in the second to last paragraph in sub-section B (the handling of discipline for students with disabilities), the reviewer recommended the insertion of this statement: “School officials who report a crime committed by a child with a disability, as defined by § 3101(2) of this Title, shall comply with 20 U.S.C. § 1415(k)(6)(B) by ensuring that copies of the special education and disciplinary records of the child are transmitted, to the extent that FERPA allows, for consideration by the appropriate authorities to whom the crime is reported.”*

**Response:**

**MOT Charter School agrees to the inclusion of these statements.**

***Section (c):*** *The CSAC recommended the additions of these statements:*

- Administrators will attend required DDOE trainings about the mandatory school crime reporting law as required by 14 DE Admin Code 601.
- Administrators will use the DDOE School Climate and Discipline program manager and DDOJ Ombudsperson for technical assistance in regard to the Mandatory School Crime Reporting Law.
- Any eSchool Plus discipline kicker list notifications relating to the reporting of mandatorily reportable crimes will be addressed within a specified period of time, i.e., 48 hours.
- An assurance statement that the school will follow the requirements of 14 DE Admin Code 601, which is in addition to the law 14 Del. Code § 4112, for the reporting of certain acts of misconduct.

**Response:**

**MOT Charter School agrees to the inclusion of these statements.**

*Section (d): The CSAC recommended that if the school uses a Visiting Teacher, the response ought to include a description of the role of this teacher.*

**Response:**

**MOT Charter School does not have a Visiting Teacher. The functions of a Visiting Teacher are shared between members of the support staff.**

- **Maintaining accurate student attendance records. (Administrative Assistant)**
- **Work with families to help increase regular school attendance and reduce truancy. (Principal)**
- **Monitoring excused and unexcused absences from school. (Principal)**
- **Giving written notice when no valid reason is found for a child's unexcused absence from school. (Administrative Assistant according to attendance policy)**
- **Visiting the home or place of residence of a child and any other place in which he is likely to find any child who is required to attend school when such child is absent from school during school hours. (School Psychologist, Principal)**
- **Conducting counseling sessions and other meetings related to school attendance. (Principal, School Psychologist, Head of School)**
- **Represent MOT Charter School in Justice of the Peace Court involving truancy cases. (Head of School)**

XII. CRITERION TWELVE: HEALTH AND SAFETY  
*The CSAC found that Criterion Twelve was met.*

XIII. CRITERION THIRTEEN: STUDENT AND SCHOOL DATA  
*The CSAC found that Criterion Thirteen was met.*

XIV. CRITERION FOURTEEN: MANAGEMENT COMPANIES  
*MOT Charter does not employ a management company. Therefore the committee found that Criterion 14 is not applicable.*