

DELAWARE DEPARTMENT OF EDUCATION
APPLICATION TO MODIFY AN APPROVED
CHARTER 2024-2025

DE Department of Education
Charter School Office
401 Federal Street, Suite 2
Dover, DE 19901
Phone: (302) 735-4020
Fax: (302) 739-4483

I. INTRODUCTION

Opportunities for schools to grow and change do not always conveniently occur at the time of a charter school's renewal. As a result, we have developed this Modification Application to allow charter schools an opportunity to propose areas they would like to amend in their approved charters.

Modifications include any change to a school's original charter, such as increasing/decreasing student enrollment capacity, adding/subtracting additional grades, changing the school's mission, and moving to a new facility. Table 1 below outlines the most common types of modification requests and identifies them as either minor or major modifications.

The Delaware Department of Education's Charter School Office has developed specific application questions based on your school's desired change. These questions are designed to provide schools with an opportunity to demonstrate how this proposed modification will enhance their program's success and viability.

As required by law, charter schools shall be modified by the same procedure and based on the same criteria as they are approved. Decisions for minor modifications to a charter may be decided by the Secretary of Education within 30 working days from the date the application was filed, unless the timeline is waived by mutual agreement of the Secretary and the applicant, or in any case where the Secretary, in the sole discretion of the Secretary, deems that it would be beneficial to either refer the matter to the Accountability Committee or to seek advice from the State Board prior to deciding the matter. Most major modifications to a charter must be considered through the application process with recommendation for approval or denial made initially by the Charter School Accountability Committee, which is then considered by the Secretary of Education and a final decision is presented to the State Board of Education for assent.

In accordance with 14 DE Admin. Code 275.9.5, an application for a major or minor charter modification may not be filed while a school's charter is on formal review, except where the Secretary determines that the requested modification is unrelated to the reason the school's charter has been placed on formal review or where the modification addresses the reason the school was placed on formal review provided the modification is filed before the preliminary report is approved by the Accountability Committee.

II. MODIFICATION APPLICATION DIRECTIONS

Application Submission: A completed application must be submitted via Epicenter. A recommend timeline for particular modification submissions can be found in Table 1. However, if ***requesting an increase or reduction of enrollment of between 5 and 15% OR more than 15% of the currently approved total enrollment, the submission of these applications will only be accepted from November 1st to December 31st.***

All applicants, regardless of modification type, must complete Part I of the application and provide evidence of fiscal viability as it applies to the modification request. For Major Modifications, please complete the appropriate section (found in Part II). Here you will be asked questions that correspond with the specific request. All required sections (relevant to the modification) must be complete. Please provide clear, comprehensive, and accurate information in response to each question. Incomplete applications or applications received after the deadline will not be considered.

Application Review: All applications must be complete to be evaluated. The application for modification will be reviewed and evaluated by the approving authority as outlined in 14 Del. C. 5 and applicable provisions of 14 DE Admin. Code § 275.

Application Process: Below is information related to the steps of the modification process.

- Step 1:** School will Submit application via Epicenter
- Step 2:** Applications will be reviewed by members of CSAC
- Step 3:** Initial questions from CSAC will be delivered to school via Epicenter
- Step 4:** School will answer those questions and or provide other details/documents
- Step 5:** Initial CSAC Meeting (Discussion and opportunity to address questions)
- Step 6:** Initial Public Hearing
- Step 7:** School will be issued an initial report that may include follow-up questions
- Step 8:** Final CSAC meeting
- Step 9:** Final CSAC Report
- Step 10:** Final Public Hearing (if necessary)
- Step 11:** CSAC’s Recommendation is made to the Secretary of Education
- Step 12:** Secretary of Education presents to the State Board of Education for assent.

Table 1

Type of modification	Minor Modification	Application Deadline	Charter School Accountability Committee Required
Enrollment change (increase or decrease) between 5 and 15%	X	Applications only accepted between November 1 st and December 31 st	
Enrollment change (increase or decrease) of greater than 15%		Applications only accepted between November 1 st and December 31 st	X
Grade configuration (adding grade levels or reducing grade levels)		Recommended: March 1 st	X
Educational Program (i.e. curriculum)		Recommended: March 1 st	X
Mission (includes At-Risk designation)		Recommended: March 1 st	X
Replace, remove, or add EMO/CMO, or transfer of authorizer		Recommended: March 1 st	X
Change agreement with EMO/CMO	X	None	
Enrollment preferences		Recommended: March 1 st	X
Location change		Recommended: March 1 st	X
Goals for student performance		Recommended: March 1 st	X
Performance Agreement		None	
Start date (one-time) delay	X	None	
Name of charter school	X	None	
Existing or planned school facilities or structures (including any plan to use temporary or modular structures)	X	None	
Change in terms to current site facility arrangement (i.e. lease to purchase)	X	None	
Educator Evaluation Process	X	None	
A change to the current authorized number of hours, either daily or annually, devoted to actual school sessions.	X	None	

Curriculum Guidance: (required for Sections C and D)

Please attach a copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas.

Evidence to establish adherence to the state’s expectations regarding **ELA standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org., which includes the scope and sequence documents showing units of study with their corresponding anchor texts and culminating tasks with the intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org, including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents must include:
 - featured anchor texts of knowledge building units around topics of inquiry/exploration and intended pacing for each grade/course. These should reflect the distribution of text types and genres required by the standards as outlined in Appendix B.
 - a set of targeted grade-level CCSS ELA/Literacy standards for each unit.
 - alignment to the foundational reading skills and intended pacing for each grade must be included for grades K-5.
- Sample learning experiences (lesson/unit) and assessments with their corresponding rubrics.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state’s expectations regarding **Math standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence

documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.

- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Social Studies standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Science standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQulP rubric from nextgenscience.org, reviewed by an external evaluator that is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- A Response to the following questions:
 - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
 - Describe how you ensure accessibility for all students in science.
 - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring.

Evidence to establish adherence to the state's expectations regarding **Visual/ Performing Arts standards and instruction** through the grade bands should include the following:

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.

- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state’s expectations regarding **World Languages standards and instruction** in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing the targeted Delaware World-Ready Standards for Learning Languages, state proficiency targets and major learning contexts (themes) for each level of language instruction.
- One sample assessment and accompanying scoring rubric from one learning context--intended to provide evidence of student growth in proficiency--for each level of language instruction.
- No curricular documents are required for AP, IB.

DELAWARE DEPARTMENT OF EDUCATION

APPLICATION TO MODIFY AN APPROVED CHARTER

2024-2025

Part I: General Information
(All applicants must complete this sections)

Submitted by:

Subject: Charter Modification Request for (Mark all that apply)

Minor Modification	
Applicants should only complete Part I and provide additional required documentations as attachments	
	Enrollment change (increase or decrease) between 5 and 15%
	Change agreement with EMO/CMO
	Start date (one-time) delay
	Name of charter school
	Existing or planned school facilities or structures (including any plan to use temporary or modular structures)
	Change in terms to current site facility arrangement (i.e. lease to purchase)
	Educator Evaluation Process
	A change to the current authorized number of hours, either daily or annually, devoted to actual school sessions.
	Other

Modification Effective date:

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background for The Charter School Accountability Committee (CSAC).

Provide the following information about your LEA by Campus

a. Campus name and location:

b. School's mission statement:

c. Year Opened:

d. Grade levels served:

e. Date the Charter will be eligible for possible renewal:

Please select the performance indicators that best describe your school's current performance: (Mark all that apply)

- Currently rated "Meets or Exceeds" on the Academic Performance Framework.
- Currently rated "Meets or Exceeds" on the Financial Performance Framework
- Currently rated "Meets or Exceeds" on the Organizational Performance Framework
- School is not under corrective action or other conditions.
- School has currently met enrollment projections.
- School has been in operation for 3+ years.

PROPOSAL

1. What modification does the school’s Board of Directors want to make to the term(s) of the charter? Identify the page number(s) on which the term(s) is/are stated in the currently approved charter. If the term(s) of the charter the school wants to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school’s charter.

2. How does the modification align to the school’s current mission and vision?

3. The authorizer will review your most recent Performance Review Reports as part of your application. Discuss the school’s academic performance, compliance with the terms of its charter, and financial viability as measured by the Performance Framework.

4. Describe the rationale for the request(s). Discuss any relevant research base or evidence that supports this type of request. *(Attachments may be provided)*

5. Describe how the proposed modification will impact the operation of the school. Include how student achievement, staffing, facilities, and financial viability of the school may be impacted in the current school year and for the remainder of the school’s charter term.

6. How has the school informed its external and internal stakeholders of the proposed amendment(s). Please attach any written communication (i.e. meeting minutes). Describe notable support or opposition to the proposed modification. If concerns have been brought to your attention, how do you plan to address them?

7. Indicate the projected impact, if any, of the proposed modification on the school’s present financial position, and its financial position going forward. If the modification promises to create financial challenges, indicate how those will be remedied.

8. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

PROJECTED ENROLLMENT

Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Projected Enrollment						
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
K						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total						

BUDGET AND REVENUE PROJECTS

- Modification Application Budget Projection Sheets: [Excel](#)
- Modification Revenue Estimates: [Excel](#)

Attachments

- Board meeting minutes and approval for modification.

- Curriculum documents
- Community comments/letters of support
- Curriculum Attachments
- Additional evidence or researched based supports