EARLY COLLEGE HIGH SCHOOL

ANNUAL REPORT

2019-2020

**1570 North DuPont Highway,
Dover, DE 19901
Phone:(302) 678-3247**

I.   OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.)***

BASIC INFORMATION	
Name of School	Early College High School
Year School Opened	2014
Enrollment 2019-2020 [1]	421
Approved Enrollment	425
School Address	1570 North DuPont Highway, Dover, DE 19901
District(s) of Residence	Capital School District
Website Address	http://echs.desu.edu/
Name of School Leader	Evelyn Edney
School Leader Email and Phone Number	evelyn.edney@echs.k12.de.us (302) 678-3247
Name of Board President	Marsha Horton
Mission Statement: The mission of the Early College High School at Delaware State University is to provide highly motivated students with a curriculum concentrating on science, technology, engineering and mathematics that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits and are in a favorable position to graduate from college. The school shall provide a safe, caring and nurturing environment that develops students' academic, social skills and personal character traits necessary for successful college completion, with a special focus on high school students who will be the first generation in their families to become college educated.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row ("# of Students on Waiting List") for 2019-2020. (Note: The remaining sections of the table will be completed by the Charter School Office. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2019-2020[1]
Total Enrollment	421
# of Students on Waiting List	15
Gender	
% Male	33.02%
% Female	66.98%
Ethnicity/Race	
% African American	75.06%
% American Indian	0.48%
% Asian	0.95%
% Hispanic/Latino	10.21%
% White	10.21%
% Multiracial	2.85%
Special Populations	
%Special Education[2]	6.65%
% English Language Learners	0.24%
% Low-Income	30.40%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

Date	Modification Requested	Outcome

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter.(This table will be completed by the Charter School Office. Please review for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

School Enrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	2019-2020	
	Approved Enrollment	**30-Sep Enrollment Count**
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		124
Grade 10		136
Grade 11		95
Grade 12		66
Total		421

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate[2] is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term.   (This table will be completed by the Charter School Office. Please review for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Early College High School	
	Number of Students Reenrolled Count	**Percentage of Students Reenrolled %**
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	8	
Grade 10	116	92.06%
Grade 11	90	73.77%
Grade 12	66	83.54%
Total/Avg	280	85.63%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

ECHS has a very diverse population with students from the entire state enrolled. Enrollment has been steadily rising at ECHS after a drop in enrollment between the 2014-15 and 2015-16 school years. ECHS increased its recruitment efforts in all three counties in Delaware with attendance at high school fairs and community events, as well as holding Open Houses. The ECHS staff and students volunteer to be the representatives at these events. Increases in enrollment can be attributed to these efforts due to the powerful impact of using ECHS staff and students as school "ambassadors."

II.   ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

Indicator	Points	Percent Point

Due to COVD-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

a)   Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please describe the school's performance against its remote learning plan and address the following areas (2 pages will suffice):

Content Mastery

ECHS used the same school schedule complete with class periods for students so that there was familiar structure. Teachers taught the students the curriculum they set out to use for the school year using Zoom videoconferencing. Students were given teachers' Zoom Room information to "move from one class to another." Students completed all coursework and final exams by the scheduled deadline of May 2020. The students also earned their college credits from Delaware State University in an online format using Blackboard, the university's learning management system.

Addressing learning gaps (e.g. serving students with disabilities);

Because the school used its regular school schedule, ECHS used the Para-educators already assigned to students in their classrooms. Teachers used the breakout room feature to allow the Para-educators to provide small group or often one-on-one support for the students who had accommodations. Teachers also extended time on assignments beyond accommodation plans for students. The ECHS Communities in Schools representative provided mentoring and check-ins for students on her caseload. She helped with organization and completing assignments. The school counselors also provided counseling and support to students.

Equity (e.g. measuring and addressing the technology gap, technological literacy)

ECHS was fortunate to already have had a one-to-one technology initiative, which provided every student with a laptop. Providing students with WiFi technology support through a system where the students filled out an electronic Technology Request. The Tech Representatives would go out to homes for tech support.

Student engagement;

To engage students in learning, ECHS utilized educational technology platforms and online tools such as Nearpod, Kahoot, FlipGrid, Quizizz, Google docs, etc. In addition, the teachers made use of Zoom and Schoology features, embedding opportunities for students to collaborate and ensuring activities were relevant, actionable, and extended the learning. Also, Teachers used breakout rooms, but assigned students with roles and responsibilities to ensure accountability.

Student wellness (e.g. challenges at home);

ECHS Teachers used several ways to check-in with students to ensure they connected with students and families. First, the Advisory class allowed teachers to see their group of advisees each day. They utilized the time to have classroom discussions and to provide time to reflect on how they and

their families were doing and feeling. Teachers also provided on-screen and off-screen activities for the students, often holding class via Zoom, but changing the location to have students outside. School counselors remained available virtually and held counseling sessions. And finally, the school administration provided daily emails and weekly parent newsletters to families, keeping them abreast of everything going on, school planning, etc.

Assessment and measures of success;

The students were assessed with teachers' daily checks for understanding in class, formative assessments, and summative assessments. Teachers used rubrics and made use of features on Schoology, Socrative, FlipGrid and Savvas. Students completed both individual and group projects and gave presentations, as well as Project-Based Learning projects. Students could also make use of the ECHS online courses using Edmentum's Plato for credit recovery and in some cases, original credit. Students also completed Benchmarks in ELA/Math using Study Island. These were a part of the ECHS College Readiness Program. Parents and students utilized Schoology for daily monitoring of assignments and grades and Home Access for grade reporting.

Grade level differences;

There was sometimes a lack of intrinsic motivation, particularly in the 10th grade and a lower interest in the college application process for seniors. Freshmen who were happy during in-school learning, seemed to be affected greatly by being in the virtual setting. They missed their friends and the daily interactions. ECHS attendance during March-May 2020 was approximately 90%, where as it was usually higher. Many students had to have re-teaching for comprehension sessions with teachers. Summer school is at an ECHS all-time high with 85 students.

Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)

There were many lessons learned from March-May 2020. During professional development sessions in May 2020, the entire staff looked at these many solutions, student data, and anecdotal data to make informed decisions about the 2020-21 school year. ECHS has remained remote. First, the schedule changed. Instead of keeping the same exact schedule with 90-minute classes and virtually no breaks in the day except lunch, the new schedule has a four-day (Monday-Thursday) schedule of one-hour classes with 15-minute brain breaks and a school-wide lunch. On Fridays from 8:00-12:00, one-hour extra help and supplemental instruction classes with their own personal teachers are provided to students to support their learning. Some students are assigned these classes based off their college readiness, while others self-select to receive extra help periodically. These smaller groups are conducive to providing needed support to students who really need it. In addition, a few students with IEPs come into the school each day for a couple of hours for one-to-one, in-person support while they are in class via Zoom with their peers. Software/online programs have been purchased to enhance learning: virtual labs, audio books, etc.

The Guidance Team (School Counselors and the Communities in Schools Site Coordinator) provides small group mentoring sessions, and lunch and learn sessions to connect with students. They have regularly-scheduled times to meet with students to discuss life, scheduling, college experiences, and exposure to other options outside of a four-year university.

Student Activities has increased with a virtual lens. The ECHS Hornets In Action group of students have had online community service events: Halloween letters to children at A.I. DuPont Hospital and Turkey Drive letters to senior citizens. These students have also volunteered at contactless mobile food pantries at the school (sponsored by the Food Bank of Delaware and ECHS' Communities in Schools). Family Engagement/Class Activities are provided at least once a month. There are dress-up spirit days: Color Day, Hat Day, Bring-Your-Pet-to-Class Day, Halloween Contests, Ugly Holiday Sweater, etc. In addition, there is a virtual "Class Night" each month for specific classes. Families are encouraged to participate: Paint night, music bingo, game night, etc. The Senior class was able to rent out a movie theater for 20 members to have an in-person, socially distanced event.

There has been an increase in parent-teacher correspondence regarding attendance and grade concerns, as well as activities and events. Parents read "Hornet Happenings," the online weekly newsletter by the School Leader each Sunday morning. The ECHS PTSA has a monthly meeting via Zoom to discuss business and provide an opportunity for the School Leader to answer questions and hear concerns. In addition, there is a Parent Academy to provide programming to parents in sessions such as "College Application at Every Grade Level," facilitated by the Guidance Team; "Measuring College Readiness," facilitated by the School Leader; "Monitoring Your Teen's Mental Health," facilitated by ECHS Partner, the Center for Child Development; and "Navigating the Technology," facilitated by the Assistant Principal." ECHS has also instituted Parent-teacher Conference Day at the end of grade reporting periods. This is an asynchronous learning day for students, but it allows teachers to schedule conferences with their students to discuss grades, attendance, etc.

The ECHS Attendance Policy was changed to add more levels of contact to students and parents to ensure students are regularly attending school. Teachers are required to make contact with parents immediately after an absence from class. After a few days of consecutive absences and no response, the School Nurse makes contact with the families to do a wellness check on the student and the family to see how the school may be of assistance. After 5 absences, the school counselors make contact to schedule an attendance review with the student and the Attendance Review Committee to discuss ways to improve attendance. After 10 absences, truancy charges are filed. After 12 absences, the student loses credit in the course. Attendance for ECHS has increased to 96% attendance.

On Fridays, after the student Supplemental Instruction classes and lunch, the teachers participate in staff time from 1:00-3:00. Each Friday is different. Some of them are staff meetings, while others are professional development and training sessions. Finally, there are Grade-Level PLCs where teachers look at student data a discuss interventions.

Finally, ECHS continues to provide a one-to-one computer initiative, but purchased new computers to ensure all students were equipped with the crucial tools to do their assignments and view class. Delaware State University has provided iPads to all of its students as part of a partnership with Apple. ECHS was included for Spring 2021 and all upperclassmen students will have an iPad to complete either their ECHS or DSU coursework.

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School Comments:

Performance Agreement

Academic Performance Expectations

Early College High School @ Delaware State University's DSSF ratings are:

High School (grades 9-12)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	52.00	35% Approaching Expectations
School Quality/Student Success	150.00	130.00	87% Exceeds Expectations
Graduation Rate	n/a	n/a	Not Applicable
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	300.00	182.00	61% Meets Expectations

By September 2022, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments: N/A

2.2 Academic Achievement

Metric	Value	Points	Points Earned

Due to COVD-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a)   Based on the school's Academic Achievement ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

School Comments: N/A

b)   Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments: N/A

c)   Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments: N/A

2.3 Academic Progress

Metric	Value	Points	Points Earned

Due to COVD-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a) Based on the school's Academic Progress for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments: N/A

b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

School Comments: N/A

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments: N/A

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned

Due to COVD-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

School Comments: N/A

b)   Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

School Comments: N/A

c)   Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments: N/A

2.5 Graduation Rate

Metric	Value	Points	Points Earned

Due to COVD-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a)   Based on your Graduation Rate ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments: N/A

b)   Looking ahead, what are your expected outcomes for Graduation Rate and what steps will you take to achieve them?

School Comments: N/A

c)   Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

School Comments: N/A

2.6 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student "Progress toward English language proficiency (ELP)" This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. Therefore, a PL of 5.0 is considered a student's Attainment Target (AT).

Metric	Value	Points	Points Earned

Due to COVD-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

Respond to the following questions.

a)   Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments: N/A

b)   Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments: N/A

c)   Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments: N/A

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Mission Specific Goal: College Readiness

Standards		Outcome
Exceeds	70% -Above of 10th grade are college ready by end of the year	
Meets Target	65-69.99% at 10th grade are college ready/probably ready by the end of the year	60.9% (Approaching)
Approaching Target	60.1-64.99 10th grade are college ready/probably ready by the end of the year	
Below Target	60% of 10th grade are college ready/probably ready by the end of the year	

(See attached Performance Plus Report for Documentation)

Mission Specific Goal: College Credits Earned

Standards		Outcome
Exceeds Target	60%-Above of 10th graders will have earned a college credit	
Meets Target	55.1%-44.9% of 10th graders will have earned a college credit	58% (Meets)
Approaching Target	45-%-34.9% of 10th graders will have earned a college credit	
Below Target	35%-Below of 10th graders will have earned a college credit	

a) Rate the school's performance according to the criteria established by the school for its 2019-2020 mission specific goal(s).

School Comments:

ECHS@DSU has graduated three classes of students since opening in 2014. The graduating students of the Early College High School@ Delaware State University (ECHS@DSU) have collectively earned 6,458 college credits with an average of 31 college credits earned by the time a student graduates from high school. At the end of the 2019-2020 school year, the cumulative total of college credits earned for all ECHS@DSU students (grades 9 – 12) was 7,951.

Table 2: College Credits Earned

	Graduates			Current Students	
Credits Earned	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
	*2,692	*1,777	*1,989	1,111	382

*Students participated in a summer bridge program and earned 3 college credits in the summer.

ECHS@DSU students are earning more college credits while in high school than any other high school students within the state of Delaware. Throughout the history of education, minority students and students from low-income families have been underrepresented as college degree recipients. As of the 2016-17 school year data, Hispanic (21.2%) and African-American (13.2%) students are less likely than white (56%) students to earn an associate's degree (NCES, 2018). When we look at college credit attainment for minority students and students from low-income families, our results are quite impressive. African-American and Latinx students make up 85 percent of ECHS@DSU enrollment. We provide opportunity and access to the early college model for all students within the state by providing transportation to all students and eliminating any financial cost for college tuition and related fees to enroll in the college courses.

ECHS students are able to take college classes at DSU that will lead them towards any of the forty-two baccalaureate degrees that DSU offers. The ECHS career pathways are aligned with forty-one of the forty-two DSU undergraduate majors. On average ECHS@DSU students are able to complete the first year of their undergraduate coursework by high school graduation.

ECHS@DSU is a high-performing charter school serving all students in the state of Delaware that is focused on providing a high quality educational experience that provides the opportunity for students to graduate with one to two years of college credits, preparing them for completion of a four-year college program.

Tables 3, 4, and 5 show multiple years of English Reading and Writing and Math test performance data and highlights how student performance has progressed from year to year. While comparisons from year to year do not show immediate growth, comparisons of students to themselves over the years (indicated by the colors) show growth as they move from year to year and from test to test.

Table 3: PSAT 8/9 Results (Taken in 9th Grade Year)

	SY2018	SY2019	SY2020
Mean Total Score	829 – 19% Met both benchmarks	743 – 21% Met both benchmarks	873 – 33% Met both benchmarks
Mean ERW Score	410 – 46% Met ERW benchmark	381 – 37% Met ERW benchmark	435 – 53% Met ERW benchmark
Mean Math Score	420 – 33% Met Math Benchmark	362 – 21% Met Math benchmark	438 – 39% Met Math benchmark

Table 3: PSAT 10 Results (Taken in the 10th Grade Year)

	SY2018	SY2019	SY2020
Mean Total Score	892 – 40% Met both benchmarks	847 – 16% Met both benchmarks	873 – 23% Met both benchmarks
Mean ERW Score	455 – 54% Met ERW benchmark	431 – 51% Met ERW benchmark	443 – 55% Met ERW benchmark
Mean Math Score	437 – 46% Met Math benchmark	416 – 19% Met Math benchmark	430 – 25% Met Math benchmark

Table 4: SAT Results (Taken in the 11th Grade Year)

	SY2018	SY2019	SY2020

Mean Total Score	930 – 12% Met both benchmarks	924 – 17% Met both benchmarks	916 – 13% Met both benchmarks
Mean ERW Score	472 – 45% Met ERW benchmark	479 – 42% Met ERW benchmark	470 – 42% Met ERW benchmark
Mean Math Score	458 – 12% Met Math benchmark	445 – 17% Met Math benchmark	445 – 14% Met Math benchmark

In addition to high stakes testing and college credits, ECHS has seen growth in the Graduation Rate. The Class of 2018 graduation rate was 87.8% and the Class of 2019 grew to 90.63%. ECHS is currently compiling data to determine the number of students who went on to college and those who have graduated early as a direct result of earning college credits while in high school. More than half of the three graduating classes are attending or have graduated from Delaware State University: Class of 2018 (58%), Class of 2019 (62%), and Class of 2020 (64%).

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the Organizational Performance Framework.

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Early College High School

	Education Program				Governance & Reporting			Students &Staff			
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff	Facilities, Transportation, Health & Safety	
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

a)   Describe the school's organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: N/A

b)   Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

School Comments: N/A

c) Address any measure where school did not meet standard or is approaching standard.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Early College High School's 2016-17 overall Organizational ratings are: Approaching Standard

By September 2022, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments: N/A

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Marsha	Horton	10/2013	10/2022	President	11/21/2013	2016
Crystal	Gillis-Hammond	10/2017	10/2023	Vice President	10/24/2017	2017
Ayeda	Silent	01/2019	10/2022	Treasurer	4/18/2019	2019
Paige	Chapman	10/2019	10/2022	Member	11/26/2019	2019
Dayna	Cobb	01/2020	10/2021	Member	2/18/2020	2020
Robin	Demby	10/2020	10/2022	Member	4/20/2020	2020
Saphria	Gibbons	10/2020	10/2023	Parent Member		
Mahogany	George	10/2020	10/2021	Student Member (Non-Voting)	08/08/2020	2020
Lois	Hobbs	07/2012	10/2023	Member	8/22/2012	2016
Charles	McDowell	07/2012	10/2021	Member	7/1/2007	2016
Ronald	Pinkett	06/2009	10/2022	Member	7/1/2009	2017
Dara	Savage	10/2020	10/2021	Teacher Member	9/15/2015	2015
Sandra	Spangler	01/2018	10/2023	Member	2/7/2018	2018
Juanita	Wilson	08/2016	10/2021	Member	9/10/2016	2016
Nyia	McCants	N/A	N/A	Recording Secretary (Non-Voting)	1/23/2018	2018
Evelyn	Edney	N/A	N/A	Head of School (Non-Voting)	9/15/2015	2016

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

b)   Please complete the chart below with the necessary information. Pursuant to 14 Del. Admin. Code 736 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Ayeda	Silent	ECHS Board Treasurer, Chair	4/18/2019
Charles	McDowell	ECHS Board Member	7/1/2007
Marsha	Horton	ECHS Board, President	11/21/2013
Ronald	Pinkett	ECHS Board Member	7/1/2009
Dara	Savage	ECHS Board, Teacher Member	9/15/2015
Richard	Riggs	DOE Representative	11/30/2015
Evelyn	Edney	Head of School	9/15/2015

School Comments:

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
61.1	11	18

Review the table above with the school's teacher retention trends and answer the following questions.

a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments: Five teachers left in the fall of 2019 just after the Unit Count to pursue jobs in school districts with higher salaries and closer to their homes. Two teachers left to move out of state with their families. To minimize teacher attrition, ECHS has been planning to provide a 2-3% teacher bonus at the end of the school year.

b) Describe how the school's professional development plans support teachers and leadership.

School Comments:

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework.

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2019-2020	M	M	M	M	M	AS	M	M	M	Meets Standard

a)   Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: N/A

b)   Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments: N/A

c) Address any measure where school did not meet standard or is approaching standard

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2019-2020
1

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating: While the preferred debt to asset ratio is less than 0.90, the Early College High School has grown from a rating of 3.47 in 2014-15 to its current rating of 1.0, with gradual but steady progress each year.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2019-2020
M

This measures assesses the timeliness of reporting , the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

DOE Rating Information:

The FY20 independent audit disclosed related party transactions in the notes to the financial statements (Note K).

School Response To Rating:

Performance Agreement

Financial Performance Expectations

Early College High School's 2016-17 overall Financial ratings are: Approaching Standard

By September 2022, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments: N/A

b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments: N/A

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

The mission of Early College High School at Delaware State University is to provide highly motivated students with a curriculum that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits, preparing them for completion of a four-year college program. The school shall provide a safe, caring, and nurturing environment that develops the academic and social skills and personal character traits necessary for successful college completion, with a special focus on first generation college attendees.

The whole point of an early college high school model is for students to be able to perform college level work on a college campus while in high school, therefore being deemed "college ready." Being on campus is called "The Power of Place" in the model. Measuring college readiness has become a way of life at the Early College High School at Delaware State University (ECHS). There are many factors that go into being college ready. At ECHS, these are measured using the ECHS College Readiness Rubric©: grades, attendance, behavior, teacher recommendations, and proficiency on high stakes tests. This tool was developed by the School Leader in 2015.

In the ninth grade year at ECHS in Advisory classes, student begin developing a 4-year growth plan based on personal and academic goals. Each time grade reports and ECHS College Readiness reports are given to students (every 4 ½ weeks for a total of eight times per year), students along with their Advisory teachers, check their progress toward their goals. They do this process all four years.

The ECHS College Readiness Rubric© gives students tangible areas for development. Students in the 9th only take high school classes, and 10th grades primarily take high school classes. Most juniors and seniors take college courses full time at DSU. In the ninth grade year if the students are measured as college ready five out of the eight grade reporting periods, they will be eligible to take college courses the first semester of their sophomore year. Upperclassmen must maintain college ready status three out of the four grade reporting periods in one semester in order to take college courses or remain in college courses.

In addition to measuring college readiness, the ECHS College Readiness program was developed to provide support and intervention for students who struggle. Students who score "Not Ready" (14 and below) on the ECHS College Readiness Rubric© are the target population. Students attend a conference with their parents, school counselor and an administrator to map out a game plan of success and identify interventions that need to occur. Some students may need supplemental instruction (extra help), so this time is set aside to have students work with their own personal teachers to provide review of concepts or previewing information for the week ahead. In addition, students may need to work with the Communities in Schools representative, school counselor, Advisory teacher, or some other adult mentor to assist them in areas for development. Students may also receive tutoring services by DSU students and other adults to assist with academic assignments.

In addition to working with students who struggle, the ECHS College Readiness Program honors students who have made college ready status with monthly celebrations. The ECHS Positive Behavior Support Program is streamlined with the ECHS College Readiness Program.

According to school data, the ECHS College Readiness Program has made a positive impact on the school. First, Performance Plus™ data is generated every 4 ½ weeks to illustrate the progress of students. The data is analyzed by grade-level PLCs monthly as part of the Multi-Tiered System of Support. Teachers determine research-based student interventions. The Performance Plus™ reports have shown gains each year in the whole-school percentages of students listed as "college ready." (See Table 1). The percentages vary by year due to the fact that there are different classes with different dynamics in the make-up of the whole-school percentages. The data below shows that the percentage at the beginning of the year during the first grade reporting period increased by the time of the last grade reporting in every year since reports were generated using Performance Plus™.

Table 1

School Year	1st Marking Period Interim	4th Marking Period	Difference
2016-17	60.6%	70%	9.4% Increase
2017-18	55.4%	64.5%	9.1% Increase
2018-19	70.4%	76.65%	6.25% Increase
2019-20	50.7%	56.2%	5.5% Increase

ECHS@DSU has graduated three classes of students since opening in 2014. The graduating students of the Early College High School@ Delaware State University (ECHS@DSU) have collectively earned 6,458 college credits with an average of 31 college credits earned by the time a student graduates from high school. At the end of the 2019-2020 school year, the cumulative total of college credits earned for all ECHS@DSU students (grades 9 – 12) was 7,951.

Table 2: College Credits Earned

Credits Earned	Graduates			Current Students	
	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
	*2,692	*1,777	*1,989	1,111	382

Students participated in a summer bridge program and earned 3 college credits in the summer.

ECHS@DSU students are earning more college credits while in high school than any other high school students within the state of Delaware. Throughout the history of education, minority students and students from low-income families have been underrepresented as college degree recipients. As of the 2016-17 school year data, Hispanic (21.2%) and African-American (13.2%) students are less likely than white (56%) students to earn an associate's degree (NCES, 2018). When we look at college credit attainment for minority students and students from low-income families, our results are quite impressive. African-American and Latinx students make up 85 percent of ECHS@DSU enrollment. We provide opportunity and access to the early college model for all students within the state by providing transportation to all students and eliminating any financial cost for college tuition and related fees to enroll in the college courses.

ECHS students are able to take college classes at DSU that will lead them towards any of the forty-two baccalaureate degrees that DSU offers. The ECHS career pathways are aligned with forty-one of the forty-two DSU undergraduate majors. On average ECHS@DSU students are able to complete the first year of their undergraduate coursework by high school graduation.

ECHS@DSU is a high-performing charter school serving all students in the state of Delaware that is focused on providing a high quality educational experience that provides the opportunity for students to graduate with one to two years of college credits, preparing them for completion of a four-year college program.

Tables 3, 4, and 5 show multiple years of English Reading and Writing and Math test performance data and highlights how student performance has progressed from year to year. While comparisons from year to year do not show immediate growth, comparisons of students to themselves over the years (indicated by the colors) shows growth as they move from year to year and from test to test.

Table 3: PSAT 8/9 Results (Taken in 9th Grade Year)

	SY2018	SY2019	SY2020
Mean Total Score	829 – 19% Met both benchmarks	743 – 21% Met both benchmarks	873 – 33% Met both benchmarks
Mean ERW Score	410 – 46% Met ERW benchmark	381 – 37% Met ERW benchmark	435 – 53% Met ERW benchmark
Mean Math Score	420 – 33% Met Math Benchmark	362 – 21% Met Math benchmark	438 – 39% Met Math benchmark

Table 3: PSAT 10 Results (Taken in the 10th Grade Year)

	SY2018	SY2019	SY2020
Mean Total Score	892 – 40% Met both benchmarks	847 – 16% Met both benchmarks	873 – 23% Met both benchmarks
Mean ERW Score	455 – 54% Met ERW benchmark	431 – 51% Met ERW benchmark	443 – 55% Met ERW benchmark
Mean Math Score	437 – 46% Met Math benchmark	416 – 19% Met Math benchmark	430 – 25% Met Math benchmark

Table 4: SAT Results (Taken in the 11th Grade Year)

	SY2018	SY2019	SY2020
Mean Total Score	930 – 12% Met both benchmarks	924 – 17% Met both benchmarks	916 – 13% Met both benchmarks
Mean ERW Score	472 – 45% Met ERW benchmark	479 – 42% Met ERW benchmark	470 – 42% Met ERW benchmark
Mean Math Score	458 – 12% Met Math benchmark	445 – 17% Met Math benchmark	445 – 14% Met Math benchmark

In addition to high stakes testing and college credits, ECHS has seen growth in the Graduation Rate. The Class of 2018 graduation rate was 87.8% and the Class of 2019 grew to 90.63%. ECHS is currently compiling data to determine the number of students who went on to college and those who have graduated early as a direct result of earning college credits while in high school. More than half of the three graduating classes are attending or have graduated from Delaware State University: Class of 2018 (58%), Class of 2019 (62%), and Class of 2020 (64%).

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Early College High School
Location:	Dover, DE

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

Marsha Horton
ED8D5710D76C441...   1/8/2021
_____   _____
Signature: Chairperson of Board of Directors (or designated signatory authority)   Date

Print/Type Name:	Marsha Horton
Title (if designated):	President, Board of Directors
Date of approval by board of directors:	

References:

[1] Based on September 30th Unit Count

[2] Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

> 1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by "-" in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
> 2. Only report percentages for grade level reporting within a school and district.
> 3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
> 4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

[3] Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.