

# EARLY COLLEGE HIGH SCHOOL

**ANNUAL REPORT**

**2020-2021**



**1570 North Dupont Highway,  
Dover, DE 19901**

**Phone: (302) 857-3510**

## 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 2020-2021 <sup>1</sup>	399
Approved Enrollment	425
School Address	1570 North Dupont Highway, Dover, DE 19901
District(s) of Residence	Capital School District
Website Address	<a href="http://echs.desu.edu/">http://echs.desu.edu/</a>
Name of School Leader	Dr. Evelyn Edney
School Leader Email and Phone Number	evelyn.edney@echs.k12.de.us (302) 857-3510
Name of Board President	Marshá Horton
<p><b>Mission Statement:</b> 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.</p>	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (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	
	2020-2021 <sup>1</sup>
Total Enrollment	399
# of Students on Waiting List	0
Gender	
% Male	31.58%
% Female	68.42%
Ethnicity/Race	
% African American	72.93%
% American Indian	0.50%
% Asian	0.75%
% Hispanic/Latino	12.28%
% White	9.77%
% Multiracial	3.51%
Special Populations	
% Special Education <sup>2</sup>	8.27%
% English Language Learners	0.75%
% Low-Income	27.07%

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

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### 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
12/21/20	Major modification to change its grade configuration from 9-12 to 7-12; increase total enrollment from 425 to 625; and move to Delaware State University's newly acquired Wesley Campus.	Approved
February 14, 2017	Minor- To alter the school's agreement with its charter management organization, Innovative Schools to reduce expenses to the school	Approved

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

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#### 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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2020-2021	
	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	98	109
Grade 10	74	109
Grade 11	95	96
Grade 12	158	85
<b>Total</b>	<b>425</b>	<b>399</b>

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

The Coronavirus Pandemic was cited by many families as the reason for withdrawal. Parents cited wanting their students to be closer to home. A good deal of them were homeschooled.

**1.5 Reenrollment:**

Reenrollment Rate<sup>2</sup> 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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
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	9	
Grade 10	91	73.39%
Grade 11	92	67.65%
Grade 12	85	89.47%
<b>Total/Avg</b>	<b>277</b>	<b>78.03%</b>

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

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

Prior to the pandemic, 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 volunteered to be the representatives at these events. With the pandemic, ECHS had to move to virtual Open House events for recruiting.

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

Overall Academic Ratings

**Due to the impact of COVID-19 on learning and learning environments, accountability for SY20/21 has been waived. The school's assessment data for SY20/21 is available at:**  
[Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

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School Comments:

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## Performance Agreement

### Academic Performance Expectations

*Early College High School @ Delaware State University's 2018-19 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).

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School Comments: The ECHS graduation rate grew to 90.63% in 2019 and then to 92.59% in 2020. Even in a pandemic, ECHS students were able to achieve. Students were taught by teachers each day within a school schedule. Students attended both high school and Delaware State University courses.

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### 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)

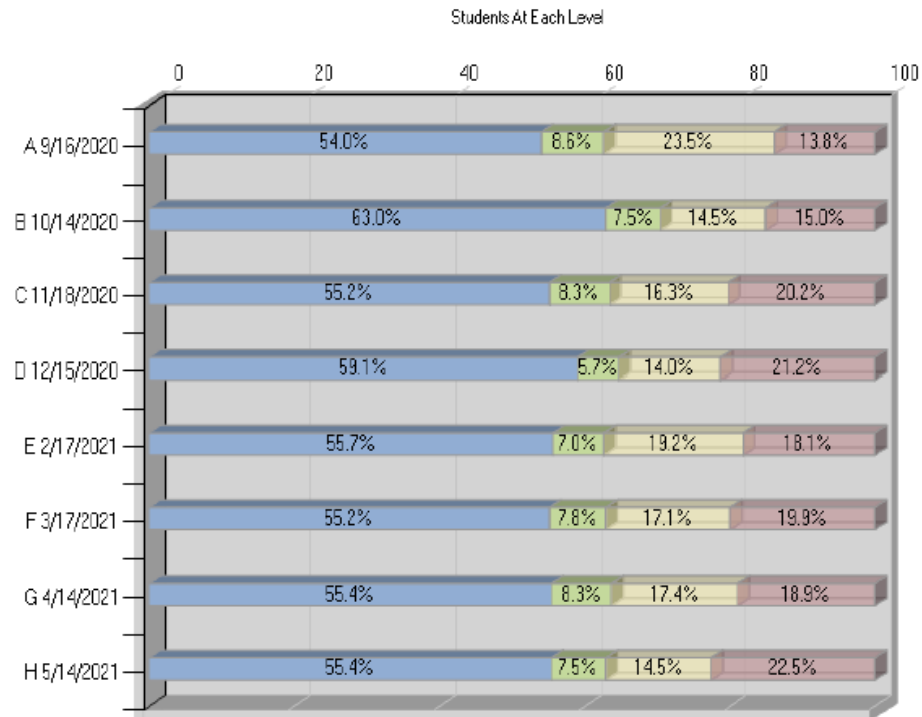
Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

**Mission Specific Goal: College Readiness**

Standards		Outcome
Exceeds	70% -Above of 10 <sup>th</sup> grade are college ready by end of the year	64.21% <b>(Approaching)</b>
Meets Target	65-69.99% at 10 <sup>th</sup> grade are college ready/probably ready by the end of the year	
Approaching Target	60.1-64.99 10 <sup>th</sup> grade are college ready/probably ready by the end of the year	
Below Target	60% of 10 <sup>th</sup> grade are college ready/probably ready by the end of the year	

**Source: Performance Plus**

Blue: Ready                                      Yellow: Nearly Ready  
 Green: Probably Ready                      Red: Not Ready



**Mission Specific Goal: College Credits Earned**

Standards		Outcome
Exceeds Target	60%-Above of 10 <sup>th</sup> graders will have earned a college credit	63.15% <b>(Exceeds)</b>
Meets Target	55.1%-44.9% of 10 <sup>th</sup> graders will have earned a college credit	
Approaching Target	45%-34.9% of 10 <sup>th</sup> graders will have earned a college credit	
Below Target	35%-Below of 10 <sup>th</sup> graders will have earned a college credit	

**Source: e-School Management**

58 students earned college credits out of a class of 105

a) Rate the school's performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

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School Comments: Despite the pandemic, ECHS students in Grades 10-12 were still able to earn 1,889 college credits during the school year.

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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

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2020-2021	M	M	M	M	AS	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.)

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School Comments:

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

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School Comments:

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

## 2. GOVERNANCE AND REPORTING

### Measure 2a.

**Is the school fulfilling essential governance and public stewardship responsibilities?**

**School Response To Rating:**

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### Measure 2b.

**Does the governing board oversee and evaluate school management?**

**DOE Rating Information:**

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Current fiscal year financial statement not posted on 5/25/2021 and 6/23/2021.

Monthly financial reports not posted on 5/25/2021 and 6/23/2021.

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**School Response To Rating:** The reports in question were immediately posted when the oversight was brought to the attention of the school by Richard Riggs.

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## 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.

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

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School Comments:

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### 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	Role/Title	Financial Training Date	Governance Training Date
Marsha	Horton	President	11/21/2013	2016
Crystal	Gillis-Hammond	Vice President	10/24/2017	2017
Ayeda	Silent	Treasurer	4/18/2019	2019
Paige	Chapman	Member	11/26/2019	2019
Robin	Demby	Member	04/22/2020	2020
Saphria	Gibbons	Parent Member	08/08/2020	2020
Mahogany	George	Student Member (Non-Voting)	08/08/2020	2020
Lois	Hobbs	Member	8/22/2012	2016
Charles	McDowell	Member	7/1/2007	2016
Ronald	Pinkett	Member	7/1/2009	2017
Dara	Savage	Teacher Member	9/15/2015	2015
Sandra	Spangler	Member	2/7/2018	2018
Juanita	Wilson	Member	9/10/2016	2016
Evelyn	Edney	Ex-officio	9/15/2015	2015
Nyia	McCants	Ex-officio, Recording Secretary	1/23/2018	2018

\*Please list only the most recent training date.

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

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School Comments:

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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
Evelyn	Edney	Ex-officio	9/15/2015
Marsha	Horton	Board Member	11/21/2013
Ayeda	Silent	ECHS Board Treasurer, Chair	4/18/2019
Charles	McDowell	Board Member	7/1/2007
Dara	Savage	Teacher Representative	9/15/2015
Ronald	Pinkett	ECHS Board Member	7/1/2009
Evelyn	Edney	Head of School	9/15/2015
Richard	Riggs	DOE Representative	11/30/2015

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School Comments:

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

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
69.2	9	13

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.

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School Comments:

ECHS' teacher retention rate improved from 2019-2020 to 2020-21 (61.1% to 69.2%). Of the four people who left the school, three moved out of state and one moved to a school district for better pay.

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

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School Comments: ECHS holds a New Teacher Academy two times per month where the ECHS Instructional Coach and the Administrative Team hold workshops on all aspects of teaching from classroom management to instructional strategies to creating formative and summative assessments. The Instructional Coach also worked with specific teachers with lesson planning and modeling. In addition, all state requirements for mentoring are met through New Teacher Academy.

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## 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	
2020-2021	M	M	AS	M	M	M	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.)

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School Comments: N/A

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

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School Comments: N/A

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

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

<b>2020-2021</b>
<b>94%</b>

The enrollment variance depicts actual versus authorized enrollment. A school budget is based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

**School Response To Rating:** ECHS' enrollment decreased slightly by 26 students from 2019-2020 to 2020-21 mainly due to Covid and parents wanting to keep their students closer to home.

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### 3. FINANCIAL MANAGEMENT AND OVERSIGHT

<b>2020-2021</b>
<b>M</b>

This measure 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:**

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The FY21 independent audit disclosed related party transactions in the notes to the financial statements (Note K).

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**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.

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School Comments: There were no audit findings

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

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School Comments:

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## 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).

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### 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™.

In the Fall of 2022, ECHS plans to open a junior high school adding on Grades 7 and 8 with the idea to build a stronger student by starting the college-going culture earlier.

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## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Early College High School @ DSU
<b>Location:</b>	1570 North DuPont Highway, Dover, DE 19901

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 T Horton*

12/1/2021

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

<b>Print/Type Name:</b>	Marsha T Horton
<b>Title (if designated):</b>	ECHS Board of Directors President
<b>Date of approval by board of directors:</b>	12/1/2021



## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> 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.

<sup>3</sup> 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.