



1. Overview



1.1. Basic Information

Please review the following questions below for accuracy. Please fill in "Current Enrollment" at the time of application submission.

Q1. Name of School

- Early College High School at DSU
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

With the 2022-23 expansion, Early College HS@DSU (mailto:HS@DSU) has formally and legally changed its name to Early College School@ Delaware State University.

Q2. Year School Opened

- 2014
- Other [Please Add Correct Info in the Comment]

Q3. Current Enrollment

- Please fill in "Current Enrollment" at the time of application submission.

7th Grade 75 Students

8th Grade 72 students

9th grade 123 students

10th grade 98 students

11th grade 76 students

12th grade 29 students

Total 523 students

Applicant Evidence :



Current Enrollment at Time of Application.pdf

Uploaded on 9/23/2022 by Evelyn A Edney

Q4. Approved Enrollment

- 575
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

Early College was approved for a minor modification to decrease authorized enrollment from 625 to 575 students, effective school year 2022-23. The request was made due to the drop in enrollment after the Coronavirus Pandemic and to allow for an increase in recruitment efforts.

Q5. School Address



- 1570 North Dupont Highway, Dover, DE 19901
- Other [Please Add Correct Info in the Comment]

Q6. District(s) of Residence

- Capital School District
- Other [Please Add Correct Info in the Comment]

Q7. Website Address

- <http://echs.desu.edu/>
- Other [Please Add Correct Info in the Comment]

Q8. Name of School Leader

- Evelyn Edney
- Other [Please Add Correct Info in the Comment]

Q9. School Leader Email

- evelyn.edney@echs.k12.de.us
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

evelyn.edney@ecs.k12.de.us

Q10. School Leader Phone Number

- (302) 678-3247
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

302-857-3510

Q11. Name of Board President

- Marsha Horton
- Other [Please Add Correct Info in the Comment]

Q12. Board President Email

- mhorton@desu.edu
- Other [Please Add Correct Info in the Comment]

Q13. 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.

- Correct; this is our Mission Statement
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

Mission Statement: The mission of the Early College 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 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. Enrollment and Demographics

Q14. Please review the Enrollment & Demographic Information table (see Resources), complete the last column, and upload the revised document.


- Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :


ECS@DSU (mailto:ECS@DSU) is holding at similar numbers in all demographics for the 2022-23 school year. There is a slight uptick in most cells due to the addition of 152 new middle schoolers and almost 100 ninth graders. There is a decrease in female students for the first time in the school's history and an increase in male students. Special education students also increased, so more personnel have been hired to help manage student IEPs and accommodations.



Resources


ECHS 1.2 Enrollment

Applicant Evidence :


ECS 1.2 Enrollment and Demographics.xlsx

Uploaded on 9/23/2022 by Evelyn A Edney


Q15.

School Comments 2020-2021	The school was not required to provide a response to this information.
School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	The school was not required to provide a response to this information.

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

ECS@DSU (mailto:ECS@DSU) is holding at similar numbers in all demographics. There is a slight uptick in most cells due to the addition of 152 new middle schoolers and over 100 ninth graders. There is a decrease in female students for the first time in years and an increase in male students. Special education students also increased, so more personnel have been hired to help manage student accommodations.

Applicant Evidence :


ECS 1.2 Enrollment and Demographics.xlsx

Uploaded on 9/23/2022 by Evelyn A Edney

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.

Q16.

Date	Modification Requested	Outcome
2/4/22	Minor modification to decrease authorized enrollment from 625 to 575 students, effective school year 2022-23.	Approved
12/21/20	Major modification to change its grade configuration from 9-12 to 6-12; increase total enrollment from 425 to 625; and move to Delaware State University's newly acquired Wesley Campus.	Approved

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

In the above modification the grade configuration should be 7-12 and not 6-12.

Early College had a decline in enrollment for the past few years-- 421, 399, 342. Mainly due to the pandemic, parents withdrew their students to keep them closer to home. Although adding two additional grades in 2022-23, Early College requested a minor modification to allow for time to increase the enrollment through targeted recruitment efforts. This year, there are 523 students registered and attending school, so the efforts paid off and ECS is moving toward the targeted enrollment numbers.

1.4. Enrollment Trends


Q17. Please review the School Enrollment Trends table (see Resources), complete the last column ("Current Waitlist for 2022-23"), and upload the revised document.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1


Applicant Comments :

The 2022-23 school year is the first time in many years that Early College has had a waitlist for students. The recruitment efforts were doubled in the past year in order to fill all spaces in the school: Post cards mailed to targeted students in the greater Kent County area, more Open Houses, using ECS student leaders to do ice breakers with the prospective students and answer their questions--these are the recruitment efforts that were most effective in increasing enrollment for the 2022-23 school year.

Resources


ECHS 1.4 Enrollment Trends.xlsx

Applicant Evidence :


ECHS 1.4 Enrollment Trends.xlsx

Uploaded on 9/22/2022 by Evelyn A Edney

Q18.

DOE Summary:
ECHS@DSU's enrollment trended between 92% and 99% for the first three years of its current charter term. However, during the COVID-19 pandemic, enrollment decreased significantly from SY 20/21 (399) to SY 21/22 (342).

School Comments 2020-2021	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.
School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	After taking in 179 students in the 2017-18 school year, ECHS realized that the target number of ninth graders was more manageable with college readiness skill building.

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

Enrollment is currently at 524 with prospective students in Grades 7 and 8 on a waiting list. Recruitment efforts doubled in the past two years. Postcard mailings have been most effective. In-person Open Houses held more frequently throughout the year also yielded more students applying. Using student leaders to speak at the open houses and to interact with the prospective students was extremely helpful as well.

Applicant Evidence :


PGC2.jpg


PGC3.jpg


PGC1.jpg

Uploaded on 9/27/2022 by Evelyn A Edney

Uploaded on 9/27/2022 by Evelyn A Edney

Uploaded on 9/27/2022 by Evelyn A Edney

1.5. Reenrollment Trends

Please review the following table with the school's reenrollment trends during the current term of the charter.

DOE Summary:
ECHS@DSU's reenrollment rate has ranged from 73.30 (SY18/19) to 85.63% (SY19/20). After peaking at 85.63%, reenrollment decreased 7.6% during the COVID-19 pandemic but remained stable at 78% (SY20/21) and 78.98% (SY21/22), which were higher than SY 18/19 (73.3%).

Q19.

School Comments 2020-2021	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 has to move to virtual Open House events for recruiting.
School Comments 2019-2020	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."




<p>School Comments 2018-2019</p>	<p>Attrition has been a part of ECHS@DSU. Knowledge Works, Inc., the national supporter of early college high schools across the country, suggests that the average early college high school loses between 20% and 40% of their 9th graders by the end of 12th grade. As schools become more established, the percentage goes down. ECHS@DSU is following this trend with attrition, as the number of students who began at ECHS when they were in 9th grade have enrolled in other schools for varying reasons: moving, rigors of the program, readiness, transportation, etc. In the past year, however, ECHS has worked to minimize the attrition rate. It has gone down from 77.16% to 73.30%. ECHS will work hard to continue in that decrease.</p>
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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.


ECS plans to monitor and minimize attrition rates in a couple of ways. In years past, finding out that a student really struggles academically was usually in the ninth grade. In years past, early indicators that a student was struggling academically occurred in the ninth grade, which was their first year of school at the Early College. Adding the Early College Middle School in the 2022-23 school year allow staff to help struggling students through the After School Extra HELP Program (Hornets Excelling Learning Potential), through Read 180 and Math 190 Programs, and so forth. Those extra years of putting supports around struggling students will build a stronger student. They will experience more success and will be more likely remain at the Early College School@DSU (mailto:School@DSU).

The staff will monitor the program every four and 1/2 weeks when grade reporting and the ECS High School/College Readiness Rubric which is used to target students who need supports. Data from the Rubric is entered into Performance Plus and creates a report for each student with scores that show high school or college readiness. From this, parents will be notified by counselors or class advisory teachers to assist in developing a plan of success for the student.

Resources


<p>FSMA 1.5 Reenrollment Trends.xlsx</p>

Applicant Evidence :


<p>ECS 1.5 Reenrollment Trends.xlsx</p>

Uploaded on 9/23/2022 by Evelyn A Edney



2. Academic Performance

Delaware School Success Framework (DSSF)

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) (https://education.delaware.gov/wp-content/uploads/2020/02/dssf_one_pager_final.pdf) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the Delaware Report Card (<https://reportcard.doe.k12.de.us/>).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1. Delaware School Success Framework

Q20.Overall Academic Ratings High School (grades 9-12)

Indicator	2018-2019			2021-2022		
	Points	Points Earned	Percent Points	Points	Points Earned	Percent Points
Academic Achievement	150.00	45	30% Approaching Expectations	150.00	50	33%
School Quality/Student Success	150.00	108	72% Meets Expectations	200.00	154	77%
Graduation Rate	75.00	66	88% Meets Expectations	100.00	91	91%
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	375.00	219	58% Meets Expectations	450.00	295	66%

DOE Summary:



ECHS@DSU earned an overall rating of "Meets Standard" in SY 18/19. Due to COVID-19, all SY 19/20 and SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.

Based on the table above discuss the school's:

- overall academic achievement results,
- major challenges,
- and accomplishments

**School
Comments
2020-2021**

The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.

School
Comments
2019-2020

[Note: Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, school's were asked to 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 reteaching 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.



<p>School Comments 2018-2019</p>	<p>The ECHS Overall rating is "Meeting Expectations." We believe that the strong ECHS College Readiness Program has helped to "Exceed Expectations" in the area of School Quality/Student Success," but the SAT scores are where the most improvement can occur with the academic data. The major academic challenges at ECHS are having to get students acclimated to high school and then very quickly transition into college. This has contributed to a student's readiness to rate proficiently on standardized tests and to do college level work. The major academic accomplishments in 2017-18 include the first graduates of ECHS. There were 71 graduates - the Valedictorian went to Stanford on a full scholarship; the Salutatorian went to University of Pennsylvania on a full scholarship, and sixty percent of the class are freshmen at Delaware State University. Collectively the class earned 2,675 ½ college credits, an average of 38 credits per student with one student earning 77. The second graduating class of ECHs in the 2018-19 school year yielded students earning an average of 32 college credits with one earning 66 and several others earning more than the 60.</p>
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During 2021-22, ECS returned to in-person learning with the added challenge of getting students back into the rhythm of school and learning in a classroom. Despite this, ECS saw some improvements in academics. (Please see the attached ECHS End-of-the-Year Data 2022 PowerPoint). For prior years, the PSAT 8/9 scores were as follows:

Test	2017-18		2018-19		2019-2020		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT 8/9	420	410	362	381	438	435	401	418
State Average	441	446	425	428	427	429	423	433

For 2021-22 the students' scores improved against the state average in both categories. They still have a great deal of work to do, but showed some improvement.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
839	846	425	431	414	415
30% Met Both Benchmarks	31% Met both Benchmarks	53% Met Benchmark	54% Met Benchmark	32% Met Benchmark	31% Met Benchmark

For the PSAT test, the scores prior to 2022 were as follows:

Test	2017-18		2018-19		2019-20		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT (10 th)	437	455	416	431	430	443	439	441
State							457	477
Average	412	424	442	453	463	474	(29% Met)	(57% Met)
							(40% Met)	(70% Met)

During the 2022 school year, the students were behind the state average for both ERW and Math.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
883	858	443	442	434	416
26% Met Both Benchmarks	17% Met Both Benchmarks	56% Met Benchmark	54% Met Benchmark	27% Met Benchmark	18% Met Benchmark

Although the PSAT did not fare as well as ECS would have wanted, the PSAT-MNSQT scores were stellar compared to the prior year:

PSAT-MNSQT 2020-21			PSAT-MNSQT 2021-22		
State	School	Covid #s	State	School	
Math	ERW	21	Total Mean Score	972	1011
		Test Takers			



493 (52% Met)	530 (86% Met)	ERW	499	529
506 (47% Met)	539 (78% Met)	Math	474	481

Finally, the SAT scores in math were better for ECS in 2020-2021 than they had been in the prior year with 73 participants, almost the entire class. Some students stayed home due to Covid concerns.

Test	2017-18		2018-19		2019-20		2020-2021	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
SAT (11 th)	458	472	446	479	445	470	458 (21% met)	471 (44% Met)
State Average	467	481	472	487	471	483	473 (28% Met)	484 (49% Met)


In 2021-22, students scored better in math and were a few points shy of their 2021 scores in ERW.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
931	930	474	468	456	461
21% Met Both Benchmarks	20% Met Both Benchmarks	45% Met Benchmark	44% Met Benchmark	23% Met Benchmark	22% Met Benchmark

Applicant Comments :

Please see attached End-of-Year Data PowerPoint presented by the School Leader to the ECS Board of Directors at the June 2022 Meeting. It includes cumulative academic data points from 2014-present.

Applicant Evidence :


ECHS End-of-Year Data 2022.pptx (2).pdf

Uploaded on 9/24/2022 by Evelyn A Edney



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

Q21. Performance Agreement Academic Performance 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.

DOE Summary:

ECHS@DSU earned an overall rating of "Meets Standard" in SY 18/19. Due to COVID-19, all SY 19/20 and SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.

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

School Comments 2020-2021	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.
School Comments 2019-2020	The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.
School Comments 2018-2019	ECHS improved in the overall Academic Performance Ratings from Approaching the Standard in 2016-17 to Meeting the Standard in 2017-18 and again in 2018-19. Academic Achievement continues to be approaching the standard, and School Quality/Student Success exceeded expectations. The overall SAT scores were below the state average, also the participation rate was low in the DeSSA testing; however, ECHS students have been strongly performing in their college classes taken at Delaware State university.

ECS Graduation Rate had been continually going forward from previous years with 87.48% (Class of 2018), 90.63% (Class of 2019), 90.63%, and the 92.59% (Class of 2020); however all classes have been well above the state average. The Class of 2021 yielded a 90.43%, while the score went down from the prior year, it still was above the state and national average.

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Graduates	71	63	73	91	83
Summer School	11	1	26	9	3
Finished Summer School	6	1	26	7	TBD
Did Not Finish	55	N/A	N/A	1 (Completed in 2022)	TBD
Graduation Rate	87.48%	90.63%	92.59%	90.43%	TBD
(on a lag year)	(06/2019)	(06/2020)	(06/2021)		
State Rate	86.69%	88.26%	87.70%	87.02	TBD



Applicant Comments :

Please see attached End-of-Year Data PowerPoint presented by the School Leader to the ECS Board of Directors at the June 2022 Meeting. It includes cumulative academic data points from 2014-present.

2.2. Academic Achievement

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency – ELA	42.11%	75	32	45.57%	75	34
Proficiency – Math	17.11%	75	13	21.52%	75	16

DOE Summary:
Due to COVID-19, all SY 19/20 and SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. In SY 18/19, ECHS@DSU earned an “Approaching Expectations” rating for Academic Achievement. ELA proficiency was at 42.11%, which was 10.59% less than the State average (52.7%). Math proficiency was at 17.11%, which was 24.99% below the State average (42.1%).

Q22. Academic Achievement ratings over the course of the charter term

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	The achievement data in ELA and Math for the 2018-19 school year decreased slightly from the year before. Despite the early college” programming, ECHS has enrolled students who are not at grade level; in fact, well-below grade level. During the 2017-18 school year, a second math teacher and a third ELA teacher were hired as way to help with students who do not score as “college ready.” It will take a year or two for the students to feel the effects of the extra hires. For math, the extra teachers are for allowing for smaller class sizes, creating RtI Math, and for creating year-long math courses for the most struggling students. For ELA, the extra teacher is for those juniors and seniors who are not quite ready to take a college level course.



During 2021-22, ECS returned to in-person learning with the added challenge of getting students back into the rhythm of school and learning in a classroom. Despite this, ECS saw some improvements in academics. (Please see the attached ECHS End-of-the-Year Data 2022 PowerPoint). For prior years, the PSAT 8/9 scores were as follows:

Test	2017-18		2018-19		2019-2020		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT 8/9	420	410	362	381	438	435	401	418
State Average	441	446	425	428	427	429	423	433

For 2021-22 the students' scores improved against the state average in both categories. They still have a great deal of work to do, but showed some improvement.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
839	846	425	431	414	415
30% Met Both Benchmarks	31% Met both Benchmarks	53% Met Benchmark	54% Met Benchmark	32% Met Benchmark	31% Met Benchmark

For the PSAT test, the scores prior to 2022 were as follows:

Test	2017-18		2018-19		2019-20		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT (10 th)	437	455	416	431	430	443	439	441
State							457	477
Average	412	424	442	453	463	474	(29% Met)	(57% Met)
							(40% Met)	(70% Met)

During the 2022 school year, the students were behind the state average for both ERW and Math.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
883	858	443	442	434	416
26% Met Both Benchmarks	17% Met Both Benchmarks	56% Met Benchmark	54% Met Benchmark	27% Met Benchmark	18% Met Benchmark

Although the PSAT did not fare as well as ECS would have wanted, the PSAT-MNSQT scores were stellar compared to the prior year:

PSAT-MNSQT 2020-21			PSAT-MNSQT 2021-22		
State	School	Covid #s	State	School	
Math	ERW	21	Total Mean Score	972	1011
		Test Takers			



493 (52% Met)	530 (86% Met)	ERW	499	529
506 (47% Met)	539 (78% Met?)	Math	474	481

Finally, the SAT scores in math were better for ECS in 2020-2021 than they had been in the prior year with 73 participants, almost the entire class. Some students stayed home due to Covid concerns.

Test	2017-18		2018-19		2019-20		2020-2021	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
SAT (11 th)	458	472	446	479	445	470	458 (21% met)	471 (44% Met)
State Average	467	481	472	487	471	483	473 (28% Met)	484 (49% Met)

In 2021-22, students scored better in math and were a few points shy of their 2021 scores in ERW.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
931	930	474	468	456	461
21% Met Both Benchmarks	20% Met Both Benchmarks	45% Met Benchmark	44% Met Benchmark	23% Met Benchmark	22% Met Benchmark

Applicant Comments :

Please see attached End-of-Year Data PowerPoint presented by the School Leader to the ECS Board of Directors at the June 2022 Meeting. It includes cumulative academic data points from 2014-present.

Q23.Expected outcomes for Academic Achievement

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	ECHS has put plans in place and expects to have better outcomes in all of the subjects during the 2019-20 school year. In addition to the PSAT (Grades 9 and 10) and SAT (Grade 11), ECHS students are measured by their college readiness through the use of the ECHS College Readiness Rubric developed by the school leader. The students are scored in the categories of grades, attendance, behavior, academic assessments, and teacher recommendations during each of the eight grade reporting periods. With the help of Performance PLUS at the DOE, the ECHS College Readiness Rubric is electronic, and the scoring reports are given to students each time they receive their grade reporting (interims and report cards). The ECHS teachers now have an after-school meeting every other Wednesday. The plan is to have the teachers meet in grade-level student intervention teams (SIT) to look solely at students in crisis to determine the interventions that they need. The last part of the meeting is to have teachers work in disciplines to look at data in a PLC. This work is to help get interventions to students quicker and to allow teachers to make adjustments in lessons.



During 2021-22, ECS returned to in-person learning with the added challenge of getting students back into the rhythm of school and learning in a classroom. Despite this, ECS saw some improvements in academics. (Please see the attached ECHS End-of-the-Year Data 2022 PowerPoint). For prior years, the PSAT 8/9 scores were as follows:

Test	2017-18		2018-19		2019-2020		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT 8/9	420	410	362	381	438	435	401	418
State Average	441	446	425	428	427	429	423	433

For 2021-22 the students' scores improved against the state average in both categories. They still have a great deal of work to do, but showed some improvement.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
839	846	425	431	414	415
30% Met Both Benchmarks	31% Met both Benchmarks	53% Met Benchmark	54% Met Benchmark	32% Met Benchmark	31% Met Benchmark

For the PSAT test, the scores prior to 2022 were as follows:

Test	2017-18		2018-19		2019-20		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT (10 th)	437	455	416	431	430	443	439	441
State							457	477
Average	412	424	442	453	463	474	(29% Met)	(57% Met)
							(40% Met)	(70% Met)

During the 2022 school year, the students were behind the state average for both ERW and Math.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
883	858	443	442	434	416
26% Met Both Benchmarks	17% Met Both Benchmarks	56% Met Benchmark	54% Met Benchmark	27% Met Benchmark	18% Met Benchmark

Although the PSAT did not fare as well as ECS would have wanted, the PSAT-MNSQT scores were stellar compared to the prior year:

PSAT-MNSQT 2020-21			PSAT-MNSQT 2021-22		
State	School	Covid #s	State	School	
Math	ERW	21	Total Mean Score	972	1011
		Test Takers			



493 (52% Met)	530 (86% Met)	ERW	499	529
506 (47% Met)	539 (78% Met?)	Math	474	481

Finally, the SAT scores in math were better for ECS in 2020-2021 than they had been in the prior year with 73 participants, almost the entire class. Some students stayed home due to Covid concerns.

Test	2017-18		2018-19		2019-20		2020-2021	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
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State Average	467	481	472	487	471	483	473 (28% Met)	484 (49% Met)

In 2021-22, students scored better in math and were a few points shy of their 2021 scores in ERW.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
931	930	474	468	456	461
21% Met Both Benchmarks	20% Met Both Benchmarks	45% Met Benchmark	44% Met Benchmark	23% Met Benchmark	22% Met Benchmark

Applicant Comments :

Please see attached End-of-Year Data PowerPoint presented by the School Leader to the ECS Board of Directors at the June 2022 Meeting. It includes cumulative academic data points from 2014-present.

Q24. Progress measures to track expected Academic Achievement outcomes

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	ECHS will measure students' success in several ways: The ECHS Administration altered a teacher's schedule to allow time for instructional coaching. On Mondays, the instructional coach works with the new teachers in a New Teacher "Academy" program which offered mentoring, curriculum planning, classroom management, etc. On Wednesdays, the staff meets in grade-level student intervention teams meetings to discuss students across curricular areas to see what supports need to be put in place and what strategies seem to be working for the student. During PLC each Wednesday, teachers will look at student work and other forms of data to determine which students seem to be struggling in their course work and on classroom-level assessments. Finally, ECHS teachers will use the ECHS College Readiness data and grade reporting data to determine student mastery.



During 2021-22, ECS returned to in-person learning with the added challenge of getting students back into the rhythm of school and learning in a classroom. Despite this, ECS saw some improvements in academics. (Please see the attached ECHS End-of-the-Year Data 2022 PowerPoint). For prior years, the PSAT 8/9 scores were as follows:

Test	2017-18		2018-19		2019-2020		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT 8/9	420	410	362	381	438	435	401	418
State Average	441	446	425	428	427	429	423	433

For 2021-22 the students' scores improved against the state average in both categories. They still have a great deal of work to do, but showed some improvement.

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State	School	State	School	State	School
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For the PSAT test, the scores prior to 2022 were as follows:

Test	2017-18		2018-19		2019-20		2020-21		28 test takers
	Math	ERW	Math	ERW	Math	ERW	Math	ERW	
PSAT (10 th)	437	455	416	431	430	443	439	441	
State							(29% Met)	(57% Met)	
Average	412	424	442	453	463	474	457	477	
							(40% Met)	(70% Met)	

During the 2022 school year, the students were behind the state average for both ERW and Math.

Mean Total Score		Mean ERW Score		Mean Math Score	
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Although the PSAT did not fare as well as ECS would have wanted, the PSAT-MNSQT scores were stellar compared to the prior year:

PSAT-MNSQT 2020-21			PSAT-MNSQT 2021-22		
State	School	Covid #s	State	School	
Math	ERW	21	Total Mean Score	972	1011
		Test Takers			



493 (52% Met)	530 (86% Met)		ERW	499	529
506 (47% Met)	539 (78% Met?)		Math	474	481

Finally, the SAT scores in math were better for ECS in 2020-2021 than they had been in the prior year with 73 participants, almost the entire class. Some students stayed home due to Covid concerns.

Test	2017-18		2018-19		2019-20		2020-2021	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
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In 2021-22, students scored better in math and were a few points shy of their 2021 scores in ERW.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
931	930	474	468	456	461
21% Met Both Benchmarks	20% Met Both Benchmarks	45% Met Benchmark	44% Met Benchmark	23% Met Benchmark	22% Met Benchmark

Applicant Comments :

Please see attached End-of-Year Data PowerPoint presented by the School Leader to the ECS Board of Directors at the June 2022 Meeting. It includes cumulative academic data points from 2014-present.

Q25. The table above lists the school's available Academic Achievement ratings. Respond to the following questions. a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.



During 2021-22, ECS returned to in-person learning with the added challenge of getting students back into the rhythm of school and learning in a classroom. Despite this, ECS saw some improvements in academics. (Please see the attached ECHS End-of-the-Year Data 2022 PowerPoint). For prior years, the PSAT 8/9 scores were as follows:

Test	2017-18		2018-19		2019-2020		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT 8/9	420	410	362	381	438	435	401	418
State Average	441	446	425	428	427	429	423	433

For 2021-22 the students' scores improved against the state average in both categories. They still have a great deal of work to do, but showed some improvement.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
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30% Met Both Benchmarks	31% Met both Benchmarks	53% Met Benchmark	54% Met Benchmark	32% Met Benchmark	31% Met Benchmark

For the PSAT test, the scores prior to 2022 were as follows:

Test	2017-18		2018-19		2019-20		2020-21		Math	ERW	28 test takers
	Math	ERW	Math	ERW	Math	ERW	Math	ERW			
PSAT (10 th)	437	455	416	431	430	443	439	441	(29% Met)	(57% Met)	
State Average	412	424	442	453	463	474	457	477	(40% Met)	(70% Met)	

During the 2022 school year, the students were behind the state average for both ERW and Math.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
883	858	443	442	434	416
26% Met Both Benchmarks	17% Met Both Benchmarks	56% Met Benchmark	54% Met Benchmark	27% Met Benchmark	18% Met Benchmark

Although the PSAT did not fare as well as ECS would have wanted, the PSAT-MNSQT scores were stellar compared to the prior year:

PSAT-MNSQT 2020-21			PSAT-MNSQT 2021-22		
State	School	Covid #s	State	School	
Math	ERW	21	Total Mean Score	972	1011
		Test Takers			



493 (52% Met)	530 (86% Met)	ERW	499	529
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Finally, the SAT scores in math were better for ECS in 2020-2021 than they had been in the prior year with 73 participants, almost the entire class. Some students stayed home due to Covid concerns.

Test	2017-18		2018-19		2019-20		2020-2021	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
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State Average	467	481	472	487	471	483	473 (28% Met)	484 (49% Met)

In 2021-22, students scored better in math and were a few points shy of their 2021 scores in ERW.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
931	930	474	468	456	461
21% Met Both Benchmarks	20% Met Both Benchmarks	45% Met Benchmark	44% Met Benchmark	23% Met Benchmark	22% Met Benchmark

Applicant Comments :

Please see attached End-of-Year Data PowerPoint presented by the School Leader to the ECS Board of Directors at the June 2022 Meeting. It includes cumulative academic data points from 2014-present.

Q26.b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?



During 2021-22, ECS returned to in-person learning with the added challenge of getting students back into the rhythm of school and learning in a classroom. Despite this, ECS saw some improvements in academics. (Please see the attached ECHS End-of-the-Year Data 2022 PowerPoint). For prior years, the PSAT 8/9 scores were as follows:

Test	2017-18		2018-19		2019-2020		2020-21	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
PSAT 8/9	420	410	362	381	438	435	401	418
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Test	2017-18		2018-19		2019-20		2020-21		28 test takers
	Math	ERW	Math	ERW	Math	ERW	Math	ERW	
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State							(29% Met)	(57% Met)	
Average	412	424	442	453	463	474	457	477	
							(40% Met)	(70% Met)	

During the 2022 school year, the students were behind the state average for both ERW and Math.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
883	858	443	442	434	416
26% Met Both Benchmarks	17% Met Both Benchmarks	56% Met Benchmark	54% Met Benchmark	27% Met Benchmark	18% Met Benchmark

Although the PSAT did not fare as well as ECS would have wanted, the PSAT-MNSQT scores were stellar compared to the prior year:

PSAT-MNSQT 2020-21			PSAT-MNSQT 2021-22		
State	School	Covid #s	State	School	
Math	ERW	21	Total Mean Score	972	1011
		Test Takers			



493 (52% Met)	530 (86% Met)	ERW	499	529
506 (47% Met)	539 (78% Met?)	Math	474	481

Finally, the SAT scores in math were better for ECS in 2020-2021 than they had been in the prior year with 73 participants, almost the entire class. Some students stayed home due to Covid concerns.

Test	2017-18		2018-19		2019-20		2020-2021	
	Math	ERW	Math	ERW	Math	ERW	Math	ERW
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State Average	467	481	472	487	471	483	473 (28% Met)	484 (49% Met)

In 2021-22, students scored better in math and were a few points shy of their 2021 scores in ERW.

Mean Total Score		Mean ERW Score		Mean Math Score	
State	School	State	School	State	School
931	930	474	468	456	461
21% Met Both Benchmarks	20% Met Both Benchmarks	45% Met Benchmark	44% Met Benchmark	23% Met Benchmark	22% Met Benchmark

Applicant Comments :

Please see attached End-of-Year Data PowerPoint presented by the School Leader to the ECS Board of Directors at the June 2022 Meeting. It includes cumulative academic data points from 2014-present.

Q27.c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.

ECS measures progress to determine whether school is on track to meet the expected Academic Achievement in many ways:

The Administrative Team works with the ECS Board which consists of staff, parents, and students, as well as the staff to create the goals for the year, objectives and strategies to meet those goals. This is monitored by the Administrative Team, the Staff, and the Board of Directors' Academic Affairs Sub-Committee (See attached Strategic Plan).


First, the staff meets in PLCs bi-monthly to discuss student data.: Department Leaders lead looking at student work, common assessments, college readiness data, pre and post tests, and so forth. Staff reflects on the data and uses it to make informed decisions about teaching and learning. Support staff also look at data to determine how they can best use it to support the teaching and learning in the building. The Strategic Plan is reviewed and marked for progress.

The School Climate Team monitors discipline and attendance data during PLCs.

Students also are reflective of their own data in an effort to monitor Academic Achievement. They have to reflect on their high school or college readiness scores every four and a half weeks to map out a game plan for success. The ECS High School and College Readiness Rubrics Students monitor their own grades in Advisory class each week. They are encouraged to complete missing assignments, confer with their teachers about deadlines and concepts, and to advocate for themselves.

Parents are emailed their students' High School or College Readiness scores every four and a half weeks. They are also encouraged to monitor day-to-day assignments, homework, formative and summative assessments on Schoology. Parent conferences are held twice a year; however, a conference can be requested by a teacher, parent, or student at any time.

Applicant Evidence :


Strategic Plan.xls

Uploaded on 9/30/2022 by Evelyn A Edney



2.3. School Quality/ Student Success

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Career and College Prep	68.06%	75	51	108.33	75	75
On Track in 9th Grade	76.82%	50	38	76.54	50	38
On-Track Attendance	76.31%	25	19	83.66	25	21
Proficiency - Science	n/a	n/a	n/a	39.34	25	10
Proficiency - Social Studies	n/a	n/a	n/a	38.67	25	10

DOE Summary:

Due to COVID-19, all SY 19/20 and SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. In SY 18/19, ECHS@DSU earned an "Meets Expectations" rating for School Quality/ Student Success.

Q28.School's School Quality/ Student Success ratings for all students over the course of the charter term

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmninnibpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)



Although schools were not required to provide a response due to the assessment and accountability requirements were waived by the U.S. Department of Education due to the Covid-19 pandemic, the Early College School@DSU (mailto:School@DSU) continued its efforts toward excellence in the areas above and to stay true to its mission of college readiness.

For the senior class, the data below yields their college credit earnings over the course of their three eligible years of taking college classes.

School Year	# of students enrolled in the class	# of students enrolled in DSU courses	% who took DSU courses	DSU Pass Rate %
2021-2022	74	52	70.27	96.29
2020-2021	96	54	56.25	94.25
2019-2020	136	60	44.12	100.00

In 2020-21, 58 of the 109 students in the class of 2023 earned 394 college credits with a success rate of 93%. Fifty-seven of the 84 students in the Class of 2023 earned 554 college credits with a 95% success rate of credits attempted vs. credits earned in 2021-22.

Of the 85 students in the Class of 2024, 50 of them earned 419 college credits with a 97% pass rate of credits attempted vs. credits earned in 2021-22

Q29. Expected outcomes for School Quality/ Student Success for all students

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)

With the addition of the junior high school division at the Early College School, the anticipation is that the college-going culture can begin earlier allowing for students who need more supports to be placed around them so that they will succeed and thus, build a stronger student over time. The expectation for the outcomes above would be to increase over time. Students are still recovering from the pandemic and its effects on their learning, but now being fully in school, they feel the sense of normalcy and are back to in-person learning. Teachers will refer students to attend the After School Extra HELP program to have concepts re-taught to them or to get help with assignments and projects.

Q30. Progress measures to track School Quality/ Student Success for all students

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)



The ECS Strategic Plan Dashboard is an at-a-glance document to monitor all School Quality/Student Success. The overall goals are

1. All students will meet or exceed LEA, state, and national performance standards
2. Increase teaching and learning opportunities to ensure college readiness
3. Ensure a positive school climate for learning through safe, clean, and well-managed school

The objectives are to raise the level of student achievement on the PSAT, the SAT, college readiness; increase teacher effectiveness, school pride, parent and family engagement; and to ensure economic viability through recruitment.


To achieve this, the following activities will be established and/or maintained and monitored:

- 1a. Monitor progress of RtI for struggling students through Student Intervention
- 1b. Monitor implementation of PBL strategies
- 1c. Monitor implementation of Common Core Strategies
- 1d. Monitor implementation of instructional focus using peer visits
- 1e. Monitor instruction using Teaching Excellence Framework
- 1f. Use data to analyze student performance and course trends
- 2a. Implement and monitor SAT Prep Course
- 2b. Monitor Online/Khan Academy SAT Prep usage
- 2c. Provide tutoring for students struggling in college math courses
- 2d. Provide After School Extra HELP Program for Academic Support
- 3a. Use Performance PLUS to create college readiness reports
- 3b. Use PLC Time to analyze college readiness data
- 3c. Create intervention strategies to assist struggling students
- 3d. Conduct college readiness meetings with parents of struggling students
- 3e. Monitor struggling students in RtI classes/ Student Intervention Team Meetings
- 4a. Create Professional Development to be conducted at the staff meetings
- 4b. Implement the plan for New Teacher Academy
- 4c. Schedule & monitor a peer visits system
- 4c. Schedule Prof. Dev. Through DE Coalitions of Math, Science, Social Studies & Literacy Cadre
- 4d. Conduct bi-weekly PLCs to monitor teacher development/ data
- 4e. Conduct bi-weekly PLCs to monitor teacher development/ data
- 4f. Monitor the Teaching Excellence Framework for teacher evaluation
- 5a. Maintain enforcement and consistency of school policies.
- 5b. Develop student leaders through training on goal setting, communication, problem-solving, team-building, and organization
- 5c. Provide opportunities for all students to participate in student clubs,



- organizations, and athletics
- 5d. Implement and monitor the "P.R.I.D.E." incentive PBS program
- 6a. Plan with PTSA--co-sponsor events
- 6b. Communicate regularly with parents through phone, email, weekly newsletters, and conferences
- 6c. Create family-focused activities throughout the year
- 7a. Conduct ECHS Open Houses to educate prospective families about the school and its programs
- 7b. Conduct a Hornet Hello Program prior to registration
- 7c. Provide financial training to ECHS Administration
- 7d. Monitor finances through weekly Administration meetings

Applicant Evidence :


Strategic Plan.xls

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Q31. The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

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

Like all schools during the past two years of school, the Early College School did not have the best academic record in regard to test scores in ELA, math, social studies, and science. Students were not motivated to learn. Attendance was poor at the beginning of the pandemic shutdown. SEL played a part in all of this with the uncertainty, fear, and anxiety everyone was feeling. Teenagers were not free from this.

Attendance did improve over time with 90.89 in 2019-2020, 97.29% in 2020-21 to 93.09 in 2021-22.

In addition, ECS students taking college courses earned 1990, 1859, and 1732 in 2019-20, 2020-21, and 2021-22 respectively.

Q32.b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?



The ECS Strategic Plan Dashboard is an at-a-glance document to monitor all School Quality/Student Success. The overall goals are

1. All students will meet or exceed LEA, state, and national performance standards
2. Increase teaching and learning opportunities to ensure college readiness
3. Ensure a positive school climate for learning through safe, clean, and well-managed school

The objectives are to raise the level of student achievement on the PSAT, the SAT, college readiness; increase teacher effectiveness, school pride, parent and family engagement; and to ensure economic viability through recruitment.

To achieve this, the following activities will be established and/or maintained and monitored:


- 1a. Monitor progress of RtI for struggling students through Student Intervention
- 1b. Monitor implementation of PBL strategies
- 1c. Monitor implementation of Common Core Strategies
- 1d. Monitor implementation of instructional focus using peer visits
- 1e. Monitor instruction using Teaching Excellence Framework
- 1f. Use data to analyze student performance and course trends
- 2a. Implement and monitor SAT Prep Course
- 2b. Monitor Online/Khan Academy SAT Prep usage
- 2c. Provide tutoring for students struggling in college math courses
- 2d. Provide After School Extra HELP Program for Academic Support
- 3a. Use Performance PLUS to create college readiness reports
- 3b. Use PLC Time to analyze college readiness data
- 3c. Create intervention strategies to assist struggling students
- 3d. Conduct college readiness meetings with parents of struggling students
- 3e. Monitor struggling students in RtI classes/ Student Intervention Team Meetings
- 4a. Create Professional Development to be conducted at the staff meetings
- 4b. Implement the plan for New Teacher Academy
- 4c. Schedule & monitor a peer visits system
- 4c. Schedule Prof. Dev. Through DE Coalitions of Math, Science, Social Studies & Literacy Cadre
- 4d. Conduct bi-weekly PLCs to monitor teacher development/ data
- 4e. Conduct bi-weekly PLCs to monitor teacher development/ data
- 4f. Monitor the Teaching Excellence Framework for teacher evaluation
- 5a. Maintain enforcement and consistency of school policies.
- 5b. Develop student leaders through training on goal setting, communication, problem-solving, team-building, and organization
- 5c. Provide opportunities for all students to participate in student clubs,



- organizations, and athletics
- 5d. Implement and monitor the "P.R.I.D.E." incentive PBS program
- 6a. Plan with PTSA--co-sponsor events
- 6b. Communicate regularly with parents through phone, email, weekly newsletters, and conferences
- 6c. Create family-focused activities throughout the year

- 7a. Conduct ECHS Open Houses to educate prospective families about the school and its programs
- 7b. Conduct a Hornet Hello Program prior to registration
- 7c. Provide financial training to ECHS Administration
- 7d. Monitor finances through weekly Administration meetings

Applicant Evidence :


Strategic Plan.xls

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Q33.c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.



The ECS Strategic Plan Dashboard is an at-a-glance document to monitor all School Quality/Student Success. The overall goals are

1. All students will meet or exceed LEA, state, and national performance standards
2. Increase teaching and learning opportunities to ensure college readiness
3. Ensure a positive school climate for learning through safe, clean, and well-managed school

The objectives are to raise the level of student achievement on the PSAT, the SAT, college readiness; increase teacher effectiveness, school pride, parent and family engagement; and to ensure economic viability through recruitment.

To achieve this, the following activities will be established and/or maintained and monitored:

- 1a. Monitor progress of RtI for struggling students through Student Intervention
- 1b. Monitor implementation of PBL strategies
- 1c. Monitor implementation of Common Core Strategies
- 1d. Monitor implementation of instructional focus using peer visits
- 1e. Monitor instruction using Teaching Excellence Framework
- 1f. Use data to analyze student performance and course trends
- 2a. Implement and monitor SAT Prep Course
- 2b. Monitor Online/Khan Academy SAT Prep usage
- 2c. Provide tutoring for students struggling in college math courses
- 2d. Provide After School Extra HELP Program for Academic Support
- 3a. Use Performance PLUS to create college readiness reports
- 3b. Use PLC Time to analyze college readiness data
- 3c. Create intervention strategies to assist struggling students
- 3d. Conduct college readiness meetings with parents of struggling students
- 3e. Monitor struggling students in RtI classes/ Student Intervention Team Meetings
- 4a. Create Professional Development to be conducted at the staff meetings
- 4b. Implement the plan for New Teacher Academy
- 4c. Schedule & monitor a peer visits system
- 4c. Schedule Prof. Dev. Through DE Coalitions of Math, Science, Social Studies & Literacy Cadre
- 4d. Conduct bi-weekly PLCs to monitor teacher development/ data
- 4e. Conduct bi-weekly PLCs to monitor teacher development/ data
- 4f. Monitor the Teaching Excellence Framework for teacher evaluation
- 5a. Maintain enforcement and consistency of school policies.
- 5b. Develop student leaders through training on goal setting, communication, problem-solving, team-building, and organization
- 5c. Provide opportunities for all students to participate in student clubs,



- organizations, and athletics
- 5d. Implement and monitor the "P.R.I.D.E." incentive PBS program
- 6a. Plan with PTSA--co-sponsor events
- 6b. Communicate regularly with parents through phone, email, weekly newsletters, and conferences
- 6c. Create family-focused activities throughout the year
- 7a. Conduct ECHS Open Houses to educate prospective families about the school and its programs
- 7b. Conduct a Hornet Hello Program prior to registration
- 7c. Provide financial training to ECHS Administration
- 7d. Monitor finances through weekly Administration meetings

Applicant Evidence :



Strategic Plan.xls

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2.4. Graduation Rate

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
ESEA Adjusted 4-Year Graduation Rate	87.84%	75	66	90.43%	75	68
ESEA Adjusted 5-Year Graduation Rate	n/a	n/a	n/a	95.06%	13	12
ESEA Adjusted 6-Year Graduation Rate	n/a	n/a	n/a	90.63%	12	11

DOE Summary:

Due to COVID-19, all SY 19/20 and SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. In SY 18/19, ECHS@DSU earned an "Meets Expectations" rating for Graduation Rate.

Q34. School's Graduation Rate ratings over the course of charter term

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)



In the last four years, the ECS graduation rate has continually increased even in a pandemic. For the Class of 2018 yielded a rate of 87.84, the Class of 2019 yielded 90.63%, the Class of 2020 had the highest graduation rate of 92.84, and the Class of 2021 had a rate of 90.43.

14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
N/A	N/A	N/A	N/A	87.84%	90.63	92.84	90.43	

The school data has been above the state of Delaware's graduation rates which hover just above the national average of 86% with 86-88%. The special education rate is 75.25% for the state while 100% of ECS' special education population graduating on time in four years.

Q35.Expected outcomes for Graduation Rate

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmninnbpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)

In the last four years, the ECS graduation rate has continually increased even in a pandemic. For the Class of 2018 yielded a rate of 87.84, the Class of 2019 yielded 90.63%, the Class of 2020 had the highest graduation rate of 92.84, and the Class of 2021 had a rate of 90.43.

14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
N/A	N/A	N/A	N/A	87.84%	90.63	92.84	90.43	

The school data has been above the state of Delaware's graduation rates which hover just above the national average of 86% with 86-88%. The special education rate is 75.25% for the state while 100% of ECS' special education population graduating on time in four years.

The Early College School expects to continue in the trend of students the rates staying in the 90th percentile.

Q36.Progress measures to track Graduation Rate

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmninnbpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)

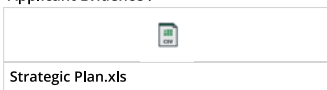
In the last four years, the ECS graduation rate has continually increased even in a pandemic. For the Class of 2018 yielded a rate of 87.84, the Class of 2019 yielded 90.63%, the Class of 2020 had the highest graduation rate of 92.84, and the Class of 2021 had a rate of 90.43.

14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
N/A	N/A	N/A	N/A	87.84%	90.63	92.84	90.43	

The school data has been above the state of Delaware's graduation rates which hover just above the national average of 86% with 86-88%. The special education rate is 75.25% for the state while 100% of ECS' special education population graduating on time in four years.

The ECS Strategic plan with graduation rate as a measure will be monitored. The Academic Affairs Sub-Committee of the ECS Board of Directors, as well as the Administration Team, and the Staff will continue to monitor rates and activities which support the teaching and learning to lead to increased graduation rates.

Applicant Evidence :



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Q37.The table above lists the school's available Graduation Rate ratings. Respond to the following questions.

a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)



In the last four years, the ECS graduation rate has continually increased even in a pandemic. For the Class of 2018 yielded a rate of 87.84, the Class of 2019 yielded 90.63%, the Class of 2020 had the highest graduation rate of 92.84, and the Class of 2021 had a rate of 90.43.

14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
N/A	N/A	N/A	N/A	87.84%	90.63	92.84	90.43	

The school data has been above the state of Delaware's graduation rates which hover just above the national average of 86% with 86-88%. The special education rate is 75.25% for the state while 100% of ECS' special education population graduating on time in four years.

During the 2019-20 school year, the pandemic hit and schools were forced to shelter at home. This had an effect over students' well being and ability to learn in a virtual environment. Twenty-five students in the senior class that year did not have all graduation requirements met until the summer. This is by far the largest group to not meet all requirements for graduation.

Classes are beginning to increase the rate with extra supports at school via the After School Extra HELP (Hornets Excelling Learning Potential) Program, teachers tutoring students one-on-one, staff mentoring students, and so forth.

Q38.b. Looking ahead, what are the school's expected outcomes for Graduation Rate for all students and what steps will the school take to achieve them?

In the last four years, the ECS graduation rate has continually increased even in a pandemic. For the Class of 2018 yielded a rate of 87.84, the Class of 2019 yielded 90.63%, the Class of 2020 had the highest graduation rate of 92.84, and the Class of 2021 had a rate of 90.43.

14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
N/A	N/A	N/A	N/A	87.84%	90.63	92.84	90.43	

The school data has been above the state of Delaware's graduation rates which hover just above the national average of 86% with 86-88%. The special education rate is 75.25% for the state while 100% of ECS' special education population graduating on time in four years.

During the 2019-20 school year, the pandemic hit and schools were forced to shelter at home. This had an effect over students' well being and ability to learn in a virtual environment. Twenty-five students in the senior class that year did not have all graduation requirements met until the summer. This is by far the largest group to not meet all requirements for graduation.

Classes are beginning to increase the rate with extra supports at school via the After School Extra HELP (Hornets Excelling Learning Potential) Program, teachers tutoring students one-on-one, staff mentoring students, and so forth.

Staff will take the following steps to increase graduation rates as outlined in the Strategic Plan.

- 1a. Monitor progress of RtI for struggling students through Student Intervention
- 1b. Monitor implementation of PBL strategies
- 1c. Monitor implementation of Common Core Strategies
- 1d. Monitor implementation of instructional focus using peer visits
- 1e. Monitor instruction using Teaching Excellence Framework
- 1f. Use data to analyze student performance and course trends
- 2a. Implement and monitor SAT Prep Course
- 2b. Monitor Online/Khan Academy SAT Prep usage
- 2c. Provide tutoring for students struggling in college math courses
- 2d. Provide After School Extra HELP Program for Academic Support
- 3a. Use Performance PLUS to create college readiness reports
- 3b. Use PLC Time to analyze college readiness data
- 3c. Create intervention strategies to assist struggling students
- 3d. Conduct college readiness meetings with parents of struggling students
- 3e. Monitor struggling students in RtI classes/ Student Intervention Team Meetings

Q39.c. Describe how the school will measure progress to determine whether the school is on track to meet expected Graduation Rate outcomes for all students.



The ECS Strategic plan with graduation rate as a measure will be monitored. The Academic Affairs Sub-Committee of the ECS Board of Directors, as well as the Administration Team, and the Staff will continue to monitor rates and activities which support the teaching and learning to lead to increased graduation rates.

Teachers leading professional development

Peer visits conducted

Teaching Excellence Framework Observations

Specialist Excellence Framework Observations

PBS School Climate Survey Staff y

% meeting PSAT 8/9 ERW standard
% meeting PSAT 8/9 Math standard
% meeting PSAT 10 ERW standard
% meeting PSAT 10 Math standard
% meeting PSAT/NMSQT ERW standard
% meeting PSAT/NMSQT ERW standard
Average Score SAT ERW standard
% meeting SAT Math standard
% Scoring College Ready 1st Interim
% Scoring College Ready 1st MP
% Scoring College Ready 2nd Interim
% Scoring College Ready 2nd MP
% Scoring College Ready 3rd Interim
% Scoring College Ready 3rd MP
% Scoring College Ready 4th Interim
% Scoring College Ready 4th MP
% Scoring College Ready Year
Scoring 3-4-5 in AP US History
Scoring 3-4-5 in English Language
College Cumulative Credits Earned
Graduation Rate
Teachers attending professional development
at the LEA, state level, national
Teachers leading professional development
Peer visits conducted
Teaching Excellence Framework Observations
Specialist Excellence Framework Observations
PBS School Climate Survey Staff y
Teacher Retention Rate

2.5. Progress toward English Language Proficiency (ELP)

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 English Learners (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	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	n/a	n/a	n/a	n/a	n/a	n/a

DOE Summary:

Due to COVID-19, all SY 19/20 and SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. In SY 18/19, ECHS@DSU did not have a sufficient number of English learners required to calculate this metric.

Q40. English language proficiency (ELP) ratings over the course charter term

School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	<i>Not applicable</i>

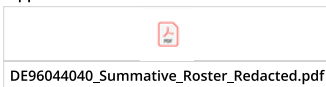
Historically, Early College has had an extreme low number of students who require ELL support. During the 2021-22 school year, there were two students who received ELL services and completed the annual ACCESS testing. Due to the COVID-19 pandemic, the school had no data from the previous year to compare progress of the two students. The two students from 2021-22 are no longer students at ECS (one graduated and one transferred).

The school hires an external contractor to provide ELL push-in and/or pull-out services to identified students. The school has not hired a full-time ELL teacher because there have been so few students who require this type of support. The contracted provider works with the students' core content teachers to focus the ELL support and relate it directly to their coursework.

Applicant Comments :

See attached DE96044040 Summative Roster with names redacted

Applicant Evidence :



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Q41. Expected outcomes for Progress toward English language proficiency (ELP)

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	<i>Not applicable</i>

Historically, Early College has had an extreme low number of students who require ELL support. During the 2021-22 school year, there were two students who received ELL services and completed the annual ACCESS testing. Due to the COVID-19 pandemic, the school had no data from the previous year to compare progress of the two students. The two students from 2021-22 are no longer students at ECS (one graduated and one transferred).

The school hires an external contractor to provide ELL push-in and/or pull-out services to identified students. The school has not hired a full-time ELL teacher because there have been so few students who require this type of support. The contracted provider works with the students' core content teachers to focus the ELL support and relate it directly to their coursework.

Q42. Progress measures to track English language proficiency (ELP) outcomes

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	<i>Not applicable</i>

Historically, Early College has had an extreme low number of students who require ELL support. During the 2021-22 school year, there were two students who received ELL services and completed the annual ACCESS testing. Due to the COVID-19 pandemic, the school had no data from the previous year to compare progress of the two students. The two students from 2021-22 are no longer students at ECS (one graduated and one transferred).

The school hires an external contractor to provide ELL push-in and/or pull-out services to identified students. The school has not hired a full-time ELL teacher because there have been so few students who require this type of support. The contracted provider works with the students' core content teachers to focus the ELL support and relate it directly to their coursework.

The student data (grades, attendance, behavior, college readiness, etc.) is tracked through e-School and Schoology and is discussed bi-monthly in PLCs.

Q43. The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions.

a. Based on the school's English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Historically, Early College has had an extreme low number of students who require ELL support. During the 2021-22 school year, there were two students who received ELL services and completed the annual ACCESS testing. Due to the COVID-19 pandemic, the school had no data from the previous year to compare progress of the two students. The two students from 2021-22 are no longer students at ECS (one graduated and one transferred).

The school hires an external contractor to provide ELL push-in and/or pull-out services to identified students. The school has not hired a full-time ELL teacher because there have been so few students who require this type of support. The contracted provider works with the students' core content teachers to focus the ELL support and relate it directly to their coursework.

Q44.b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

Using Opportunity Grant funding, ECS will continue to use an external contractor to provide ELL push-in and/or pull-out services to identified students. The school has not hired a full-time ELL teacher because there have been so few students who require this type of support. The contracted provider will continue to work with the students' core content teachers to focus the ELL support and relate it directly to their coursework.

The student data (grades, attendance, behavior, college readiness, etc.) will be tracked through e-School and Schoology and is discussed bi-monthly in PLCs.

Q45.c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

Historically, Early College has had an extreme low number of students who require ELL support. During the 2021-22 school year, there were two students who received ELL services and completed the annual ACCESS testing. Due to the COVID-19 pandemic, the school had no data from the previous year to compare progress of the two students. The two students from 2021-22 are no longer students at ECS (one graduated and one transferred). In 20221-22, the cell was N/A in the scoring.



3. 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	Measure	Meets Standard
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.	Students at ECHS@DSU will be well prepared to successfully graduate from college after finishing high school with 30 college credits.	85% if students are deemed college ready by the end of their fourth semester as measured by the ECHS college readiness rubric. 85% of students have earned 6 college credits before they start 11th grade.

DOE Summary:
ECHS@DSU has earned a "Meets Standard" rating for its mission-specific goal for SY 20/21 and SY 19/20. In SY 18/19, the rating was "Approaching Standard."

Q46. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).

School Comments 2020-2021	Despite the pandemic, ECHS students in Grades 10-12 were still able to earn 1,889 college credits during the school year.
School Comments 2019-2020	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)



In 2021-22, four hundred and nineteen credits were earned by 55 members of the 99 in the sophomore class, yielding 55.55% earning credits and meeting the target. Also, 60.9% of the students remained "college ready," according to the ECS College Readiness Report, yielding approaching the standard. Please see attached reoport.

Mission Specific Goal: College Readiness

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

Mission Specific Goal: College Credits Earned

Standards		Outcome
Exceeds Target	55.1%-Above of 10 th graders will have earned a college credit	
Meets Target	45.1%-55.% of 10 th graders will have earned a college credit	55.55%
Approaching Target	35.1-45-% of 10 th graders will have earned a college credit	(Meets)
Below Target	35%-Below of 10 th graders will have earned a college credit	

Source: e-School Management

419 credits were earned by the sophomore class. 55/99 students = 55.55%

Applicant Evidence :



ECHS Mission Specific Goal Outcomes 2021-...

Uploaded on 9/24/2022 by Evelyn A Edney

Q47. 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).

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 30

Applicant Comments :

Appendix 1 Mission Specific Goal (s) documentation attached

Applicant Evidence :



ECHS Mission Specific Goal Outcomes 2021-...

Uploaded on 9/22/2022 by Evelyn A Edney

3.2. Organizational Performance

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

SUMMARY AND OVERALL RATING



Year	Education Program				Governance & Reporting			Students & Staff			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	Facilities, Transportation, Health & Safety	
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2018-2019	AS	M	M	M	M	M	M	M	M	AS	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard
2020-2021	M	M	M	M	AS	M	M	M	M	M	Meets Standard
2021-2022	M	M	AS	M	M	M	M	M	M	M	Meets Standard

DOE Summary:

ECHS@DSU earned overall ratings of "Meets Standard" for the past three years of its current charter term. In SY 18/19, the school earned an "Approaching Standard" rating for measures 1a (Mission Fidelity) and 4a (Facilities, Transportations, Health, and Safety). In SY 19/20, the school earned "Meets Standard" ratings for every measure. In SY 20/21, the school earned an "Approaching Standard" rating for measure 2a (Governance and Public Stewardship).

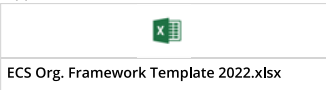
Q48.School's organizational performance over the current charter term

School Comments 2020-2021	ECHS@DSU earned overall ratings of "Meets Standard" for the past three years of its current charter term. School comments were not required.
School Comments 2019-2020	Not Applicable
School Comments 2018-2019	ECHS' overall rating has improved from "Approaching the Standard" in 2017-18 to "Meeting the Standard" in 2018-19.

The Organizational Framework for 2021-22 (See attached) is still in draft form, but it is attached. It yields a score of 99% out of a possible 100%, meeting the standard overall. The IDEA Indicator 13: Transition planning in the IEP score was the only score in the framework that was "Approaching the Standard" due to score of "Charter has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan," which plan is currently being developed by the Special Education Department to ensure compliance in the area. For the two years prior, ECS met the standard.

For 2021-22, based on ECS's data, the Department has determined the ECS "Needs Assistance in implementing the requirements of the IDEA." As a result, ECS is required to analyze related data and engage in a continuous improvement planning process to address areas identified in the determinations in order to improve outcomes for students with disabilities in your LEA.

Applicant Evidence :



Uploaded on 9/24/2022 by Evelyn A Edney

Q49.Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2020-2021	ECHS@DSU earned an overall rating of "Meets Standard." School comments were not required.
School Comments 2019-2020	ECHS@DSU earned an overall rating of "Meets Standard." School comments were not required.

School Comments 2018-2019	The area of governance has improved with changes to the Board sub-committees and the posting of web reports. Two areas that fell this year were mission fidelity due to the SAT scores and in facilities, transportation and health & safety due to nutrition reporting.
----------------------------------	--

The Organizational Framework for 2021-22 is still in draft form, but it is attached. It yields a score of 99% out of a possible 100%, meeting the standard overall. The IDEA Indicator 13: Transition planning in the IEP score was the only score in the framework that was "Approaching the Standard" due to score of "Charter has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan," which plan is currently being developed by the Special Education Department to ensure compliance in the area. For the two years prior, ECS met the standard.

For 2021-22, based on ECS's data, the Department has determined the ECS "Needs Assistance in implementing the requirements of the IDEA." As a result, ECS is required to analyze related data and engage in a continuous improvement planning process to address areas identified in the determinations in order to improve outcomes for students with disabilities in your LEA.

The DOE Exceptional Children Resources liaison, Jalee Pernol, is working directly with with ECS Special Education Director, Nyia McCants, to discuss the revised annual determination and provide technical assistance relating to the continuous improvement planning process.

Q50.Indicator measure where school did not meet standard or is approaching standard

School Comments 2020-2021	Measure 2a Governance and Public Stewardship: Current fiscal year financial statement not posted on 5/25/2021 and 6/23/2021.
School Comments 2019-2020	Not applicable
School Comments 2018-2019	Not applicable

The Organizational Framework for 2021-22 is still in draft form, but it is attached. It yields a score of 99% out of a possible 100%, meeting the standard overall. The IDEA Indicator 13: Transition planning in the IEP score was the only score in the framework that was "Approaching the Standard" due to score of "Charter has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan," which plan is currently being developed by the Special Education Department to ensure compliance in the area. For the two years prior, ECS met the standard.

For 2021-22, based on ECS's data, the Department has determined the ECS "Needs Assistance in implementing the requirements of the IDEA." As a result, ECS is required to analyze related data and engage in a continuous improvement planning process to address areas identified in the determinations in order to improve outcomes for students with disabilities in your LEA.

The DOE Exceptional Children Resources liaison, Jalee Pernol, is working directly with with ECS Special Education Director, Nyia McCants, to discuss the revised annual determination and provide technical assistance relating to the continuous improvement planning process.

Q51.Describe the school's organizational performance over the current charter term. (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.)

N/A ECS met the standard with an overall rating of 99%

Q52.Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

The Organizational Framework for 2021-22 is still in draft form, but it is attached. It yields a score of 99% out of a possible 100%, meeting the standard overall. The IDEA Indicator 13: Transition planning in the IEP score was the only score in the framework that was "Approaching the Standard" due to score of "Charter has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan," which plan is currently being developed by the Special Education Department to ensure compliance in the area. For the two years prior, ECS met the standard.

For 2021-22, based on ECS's data, the Department has determined the ECS "Needs Assistance in implementing the requirements of the IDEA." As a result, ECS is required to analyze related data and engage in a continuous improvement planning process to address areas identified in the determinations in order to improve outcomes for students with disabilities in your LEA.

The DOE Exceptional Children Resources liaison, Jalee Pernol, is working directly with with ECS Special Education Director, Nyia McCants, to discuss the revised annual determination and provide technical assistance relating to the continuous improvement planning process.

Q53.Address any measure where school did not meet standard or is approaching standard.



The Organizational Framework for 2021-22 is still in draft form, but it is attached. It yields a score of 99% out of a possible 100%, meeting the standard overall. The IDEA Indicator 13: Transition planning in the IEP score was the only score in the framework that was "Approaching the Standard" due to score of "Charter has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan," which plan is currently being developed by the Special Education Department to ensure compliance in the area. For the two years prior, ECS met the standard.

For 2021-22, based on ECS's data, the Department has determined the ECS "Needs Assistance in implementing the requirements of the IDEA." As a result, ECS is required to analyze related data and engage in a continuous improvement planning process to address areas identified in the determinations in order to improve outcomes for students with disabilities in your LEA.

The DOE Exceptional Children Resources liaison, Jalee Pernol, is working directly with with ECS Special Education Director, Nyia McCants, to discuss the revised annual determination and provide technical assistance relating to the continuous improvement planning process.

Q54. Performance Agreement Organizational Performance Expectations

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.

DOE Summary:
ECHS@DSU has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

School Comments 2020-2021	The school was not required to provide a response to this information.
School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	ECHS currently is meeting this goal and will continue to strive toward meeting this goal.

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

Early College School at Delaware State University's overall organizational rating is "Meets Standard". By September 2027, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review

3.3. Educational Program

Q55. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

ECS was approved for a major modification to its charter in the spring of 2021 to increase the enrollment variant, change the grade configuration, and to change the name of the school. Beginning in the 2022-23 school year, Early College High School @ DSU has been changed to the Early College School @ DSU with an ECHS and newly-started ECMS division with the addition of 152 middle school students in Grades 7 & 8 with a current enrollment of 523 students with a plan to add in more students to reach 625 students within the next two years.

The middle schools students are also using the College Board SpringBoard curriculum for ELA and mathematics. Spanish, CTE: Business, STEM, as well as music classes have been added to the curriculum, as part of the modification. There is in-built time for students to receive extra help during the day, and middle school students can also participate in the Hornet After School Extra HELP Program (Hornets Excelling Learning Potential).

ECS petitioned to the DIAA to add the middle school to the athletics program and now in some sports, 8th graders are participating at the varsity level and in others, there is a middle school team added to the program as well. Middle school students also participate in clubs and activities with their high school peers and mentors.



Applicant Evidence :

Spanish Scope and Sequence (1).docx Uploaded on 9/30/2022 by Dara Savage	Spanish Scope and Sequence (1).docx Uploaded on 9/30/2022 by Dara Savage	Music Appreciation- S Uploaded on 9/30/2022 by Dara Savage	Chorus- S Uploaded on 9/30/2022 by Dara Savage
Assessment Uploaded on 9/30/2022 by Dara Savage	Health Education High School Scope and Se... Uploaded on 9/30/2022 by Dara Savage	Physical Education K-12 Curriculum Sequenc... Uploaded on 9/30/2022 by Dara Savage	Physical Education K-12 Curriculum Sequenc... Uploaded on 9/30/2022 by Dara Savage
Health Education Middle Scope and Sequenc... Uploaded on 9/30/2022 by Dara Savage	NATL_Correlations_By_Standard_Grade_8.pdf Uploaded on 9/28/2022 by Dara Savage	NATL_Correlations_By_Standard_Grade_7 (1)... Uploaded on 9/28/2022 by Dara Savage	Grade_7_National_Curriculum_Map.docx Uploaded on 9/28/2022 by Dara Savage
Grade_8_National_Curriculum_Map.docx Uploaded on 9/28/2022 by Dara Savage	OneDrive_2022-09-29.zip Uploaded on 9/29/2022 by Dara Savage	OneDrive_2022-09-29 (1).zip Uploaded on 9/29/2022 by Dara Savage	OneDrive_2022-09-29 (2).zip Uploaded on 9/29/2022 by Dara Savage
OneDrive_2022-09-29 (3).zip Uploaded on 9/29/2022 by Dara Savage	OneDrive_2022-09-29 (4).zip Uploaded on 9/29/2022 by Dara Savage		

Q56.As appendices, provide the following documents as evidence of curriculum alignment to Delaware Content Standards: Appendix 2 Provide an electronic 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, Health and Physical Education) 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 **Health Education standards and instruction** in grades K-8 and 1/2 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing the National Health Education Standards/Delaware State Standards targeted and attention to the specific learning concepts for each grade.
- One sample document outlining adherence to the hours requirements for specific health concepts in Regulation 551.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school.

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 **Physical Education standards and instruction** in grades K-8 and 1 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing alignment to the Delaware physical education standards and grade level expectations.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards –for each grade level in the school (example: state physical fitness assessment data and programming provided by the Delaware Department of Education)
- No curricular documents are required for elective Physical Education courses, which should not exceed 1 credit to fulfill graduation requirements.



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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 100



Applicant Comments :

ECS took advantage of the "Early Curriculum Review" for Renewal, submitting documents to Greg Fulkerson on August 9, 2022. Mr. Fulkerson returned the documents with recommendations. Below are comments regarding the recommendations and attached are the changes made to accommodate the recommendations:

ENGLISH/LANGUAGE ARTS

Overall Evaluation:

- Does Not Meet Expectations

Expectations:

- Identify what edition of Springboard is being used as the primary instructional resource for both the middle and high school grades (2014, 2018, or 2021).

2021

- Provide a rationale for the consolidation/elimination of whole units of study from the curricular resource for each grade. This practice potentially corrupts the alignment of the resource. For example, centering units on genres as opposed to topics does not meet Nonnegotiable metric 3A of the IMET or category II of the Equip Rubric.

Grade 7 and 8 teacher will continue to build out scope and sequence based on Springboard as the primary curriculum. Grades 9 – 12 use Springboard as the primary curriculum.

(<https://www.doe.k12.de.us/Page/2425>)(<https://www.doe.k12.de.us/Page/2425>) (<https://www.doe.k12.de.us/Page/2425>) (<https://www.doe.k12.de.us/Page/2425>). Consider using Instruction Partners Unfinished (<https://instructionpartners.org/addressing-unfinished-learning/>) (<https://instructionpartners.org/addressing-unfinished-learning/>) Learning Toolkit (<https://instructionpartners.org/addressing-unfinished-learning/>) for guidance with this decision-making.

- Provide more curricular evidence of alignment to the standards for those courses that do not use Springboard as their primary instructional resource. Please use the IMET (<https://achievethecore.org/content/upload/IMET%20ELA%203-12%20Final%20Draft%20revised.pdf>) (<https://achievethecore.org/content/upload/IMET%20ELA%203-12%20Final%20Draft%20revised.pdf>) for grades 312 to guide the collection of materials with specific attention to the metrics for the three nonnegotiables.

Grade 7 and 8 teacher will continue to build out scope and sequence based on Springboard as the sole curriculum (attachment)

- Include a plan to identify, diagnose, and attend to students not yet proficient with grade-level reading. Please see Delaware MTSS/Implementation Tools (<https://www.doe.k12.de.us/Page/4415>) (<https://www.doe.k12.de.us/Page/4415>) for reference.

Exact Path software is used to identify, diagnose, and build skills with students not yet proficient with grade-level reading.

MATHEMATICS

Overall Evaluation:

- Does Not Meet Expectations

Expectations:

- The curricular resource identified, Springboard, does not meet expectations in alignment to the DE state standards. Both practice and content standards are not fully developed.

Springboard was approved as our curriculum in April 2021 during the Major Modification. An entire crosswalk was provided and approved.

Review edreports (<https://edreports.org/reports/detail/springboard-traditional-2015/high-school/gateway-one>) (<https://edreports.org/reports/detail/springboard-traditional-2015/high-school/gateway-one>) to determine at a minimum the gaps in standards.

Springboard was approved as our curriculum in April 2021 during the Major Modification. An entire crosswalk was provided and approved.

Determine how the school will supplement these materials to ensure every student is accessing the full depth of all standards.

Springboard was approved as our curriculum in April 2021 during the Expansion. An entire crosswalk was provided and approved.

- The course sequence (course offerings for every student) should demonstrate every student is instructed in and meeting the DE state standards.

Course sequence:

Math 7

Math 8

Algebra

Geometry

Algebra II

Pre-Calculus

- Sample lessons are necessary to demonstrate the standards are being met. An MTSS plan should also be included.

Exact Path software is used to identify, diagnose, and build skills with students not yet proficient with grade-level math.

SOCIAL STUDIES

Overall Evaluation:

- Meets Expectations

Commendations:

- Realigning your social studies scope and sequence documents to reflect the shifts in standards in grades 6-8.
- Regularly attending Social Studies Coalition of Delaware (SSCD) meetings to continue your informed approach to social studies curriculum, instruction, professional learning, and assessment.

Recommendations:

- Minor adjustment: the historical timeline you identified for 8th grade U.S. history appears to be 1491 – 1877. To align to the shifts made in 8th grade U.S. History, that timeline should be condensed to 1783 – 1877. This condensed timeline alleviates the pressure to cover extensive content and allows for more attention to the history standards.

This is included in the submitted documents



- Teachers and administrators should participate in the professional learning opportunities that the SSCD offers to support the curriculum and instruction realignment. **Teachers will attend state-wide professional learning**
- If you have any questions, please reach out to Dr. Michael Feldman, Education Associate for Social Studies Curriculum, Instruction, and Professional Development at feldman@doe.k12.de.us

SCIENCE

Overall Evaluations

- Does Not Meet Expectations

Commendations:

- Middle school curriculum is moving in the direction of NGSS with a phenomenon approach.

Recommendations:

- Teachers and Administrators should attend the NGSX trainings (PLANS and Becoming a NextGen Teacher) to understand the shifts of NGSS.
- Teachers will attend state-wide professional learning**

<http://stemteachingtools.org/brief/9> (<http://stemteachingtools.org/brief/9>) (<http://stemteachingtools.org/brief/9>)

<http://stemteachingtools.org/brief/13> (<http://stemteachingtools.org/brief/13>) (<http://stemteachingtools.org/brief/13>)

Teachers need to use Performance Plus unit of end assessments in their courses and to help align and make changes to their own assessments.

ECS is setting up a meeting with April McCrae to provide your teachers the opportunity to align assessments to be three dimensional

- Attend DE Science Coalition Meeting especially when curricular or budget decisions are made.

Teachers will attend state-wide professional learning

- Students should be moving through a storyline, starting with a unit phenomenon.

ECS is working with Tonyea Mead in aligning the high school documents to have a phenomena and storyline base

- Teachers need some professional development on how to read the NGSS, developing lessons and assessments aligned to the standards. Teachers understand the DCIs (content), but are having some challenges with SEPs (science and engineering practices) and the CCC (crosscutting concepts).

Teachers/administrators will register for NGSX training when it becomes available at DOE

Tonyea Mead will do at least two walk throughs to help guide future professional learning opportunities

Expectations:

- All high school units must be three dimensional (DCIS, CCC, and SEPS) aligned to NGSS.

<http://stemteachingtools.org/brief/14> (<http://stemteachingtools.org/brief/14>) (<http://stemteachingtools.org/brief/14>) <http://stemteachingtools.org/brief/28> (<http://stemteachingtools.org/brief/28>) (<http://stemteachingtools.org/brief/28>)

ECS is setting up a meeting with April McCrae to provide your teachers the opportunity to align assessments to be three dimensional

The NRC Framework and NGSS vision is for all students to have access to high quality science learning opportunities and to be able to succeed in science.


- <http://stemteachingtools.org/brief/15> (<http://stemteachingtools.org/brief/15>) (<http://stemteachingtools.org/brief/15>)

Visual and Performing Arts met with Dr. Lauren Conrad and made adjustment to the submission to meet the expectation. (attached)

Health/PE met with Sabra Collins and made adjustment to the submission to meet the expectation. (attached)

World Languages made adjustment to the submission to meet the expectation. (attached)

Applicant Evidence :


OneDrive_2022-09-29.zip

Uploaded on **9/29/2022** by **Dara Savage**

3.4. At-risk students, Students with Disabilities, and English Language Learners



Year	Education Program			
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1a	1b	1c	1d
2018-2019	AS	M	M	M
2019-2020	M	M	M	M
2020-2021	M	M	M	M
2021-2022	M	M	AS	M

Q57.If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

ECS has taken full advantage of grant funding to ensure that students who are "at-potential" and students who have IEPs or 504s, as well as English Language Learners receive support. First, the Opportunity Funding Grant allows ECS to employ a Communities in Schools Representative, who is assisting with dropout prevention. She works with a caseload of students to monitor their progress in the areas of grades, attendance, behavior. She assists students individually and does regular check-ins with them, speaks on behalf of them to their teachers, and shows students how to advocate for themselves.

Opportunity Grant funding also provided EL tutors to work directly with students to ensure that they understand the concepts being taught to them. She has a schedule and meets with the students regularly in school.

ESSER funding has provided the hiring of an After School Extra HELP (Hornets Excelling Learning Potential) Program Coordinator who coordinates the homework help for students who have been identified through the ECS High School/College Readiness Rubric as needing more supports or who are "at potential." The students attend an orientation and set goals for the program, attendance is kept, and the instructors and coordinators monitor progress of the students every four and 1/2 weeks. Students begin the program with homework help, have a snack, and attend enrichment with different community groups including Delaware State University, Junior Achievement, the Delaware Chapter of the National Organization of Black Law Enforcement, and so forth.

Q58.Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.

Along with grades, attendance, and behavior data in e-school and the Data Service Center, the ECS High School/College Readiness Rubric is used to identify students who are "at-potential." Every four and 1/2 weeks, the students are scored in the factors in being high school or college ready: grades, attendance, behavior, assessments, and teacher recommendations for their students.

The Rubric measures the "whole" student and coincides with grade reporting every 4 ½ weeks. Individual categories above score the students in a range of 1-4 for a total score that falls between a 5-20. If the student scores between a 5-14, they are not "high school or college ready," but if a student scores between a 15-20 and does not have any individual categories scored a "1," they are deemed "high school or college ready."

For middle school,

- 7th grade students must show "high school ready" 5 out of the 8 times during the year to be able to take a high school class in the first semester of their 8th grade year
- 8th graders must show "high school ready" 3 out of the 4 grade reporting periods in a semester—to take or remain in high classes during the following semester

For high school students:

- 9th grade students must show "college ready" 5 out of the 8 times during the year—first college class in the first semester of their senior year
- Upperclassmen must show "college ready" 3 out of the 4 grade reporting periods in a semester—to take college classes during the next semester

The system is streamlined with the school's positive behavior support program: Hornet Pride, Catch it! When students become "high school" or "college ready," they are celebrated.

The system is also monitored in many ways:

- Students are given their reports and must complete a reflection activity and an action plan to improve
- Parents are given their student's reports in order to see any areas needing supports and to celebrate their student's successes
- Advisory teachers meet with the students when the reports come out and lead the students through the reflection activity and action planning.
- The Rubric is in Performance Plus, so reports are generated for the ECS Board of Directors Academic Affairs committee.
- Staff looks at reports in PLCs and uses the data to inform decisions in the classroom

Q59. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

Along with grades, attendance, and behavior data in e-school and the Data Service Center, the ECS High School/College Readiness Rubric is used to identify English Language Learners who are "at-potential." Every four and 1/2 weeks, the students are scored in the factors in being high school or college ready: grades, attendance, behavior, assessments, and teacher recommendations for their students.

The Rubric measures the "whole" student and coincides with grade reporting every 4 ½ weeks. Individual categories above score the students in a range of 1-4 for a total score that falls between a 5-20. If the student scores between a 5-14, they are not "high school or college ready," but if a student scores between a 15-20 and does not have any individual categories scored a "1," they are deemed "high school or college ready."

For middle school,

- 7th grade students must show "high school ready" 5 out of the 8 times during the year to be able to take a high school class in the first semester of their 8th grade year
- 8th graders must show "high school ready" 3 out of the 4 grade reporting periods in a semester—to take or remain in high classes during the following semester

For high school students:

- 9th grade students must show "college ready" 5 out of the 8 times during the year—first college class in the first semester of their senior year
- Upperclassmen must show "college ready" 3 out of the 4 grade reporting periods in a semester—to take college classes during the next semester

The system is streamlined with the school's positive behavior support program: Hornet Pride, Catch it! When students become "high school" or "college ready," they are celebrated.

The system is also monitored in many ways:

- Students are given their reports and must complete a reflection activity and an action plan to improve
- Parents are given their student's reports in order to see any areas needing supports and to celebrate their student's successes
- Advisory teachers meet with the students when the reports come out and lead the students through the reflection activity and action planning.
- The Rubric is in Performance Plus, so reports are generated for the ECS Board of Directors Academic Affairs committee.
- Staff looks at reports in PLCs and uses the data to inform decisions in the classroom

Q60. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.

Along with grades, attendance, and behavior data in e-school and the Data Service Center, the ECS High School/College Readiness Rubric is used to identify students with disabilities who are "at-potential." Every four and 1/2 weeks, the students are scored in the factors in being high school or college ready: grades, attendance, behavior, assessments, and teacher recommendations for their students.

The Rubric measures the "whole" student and coincides with grade reporting every 4 ½ weeks. Individual categories above score the students in a range of 1-4 for a total score that falls between a 5-20. If the student scores between a 5-14, they are not "high school or college ready," but if a student scores between a 15-20 and does not have any individual categories scored a "1," they are deemed "high school or college ready."

For middle school,

- 7th grade students must show "high school ready" 5 out of the 8 times during the year to be able to take a high school class in the first semester of their 8th grade year
- 8th graders must show "high school ready" 3 out of the 4 grade reporting periods in a semester—to take or remain in high classes during the following semester

For high school students:

- 9th grade students must show "college ready" 5 out of the 8 times during the year—first college class in the first semester of their senior year
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The system is streamlined with the school's positive behavior support program: Hornet Pride, Catch it! When students become "high school" or "college ready," they are celebrated.

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- Students are given their reports and must complete a reflection activity and an action plan to improve
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- Advisory teachers meet with the students when the reports come out and lead the students through the reflection activity and action planning.
- The Rubric is in Performance Plus, so reports are generated for the ECS Board of Directors Academic Affairs committee.
- Staff looks at reports in PLCs and uses the data to inform decisions in the classroom
- The data is used in IEP meetings as well

3.5. Governance and Reporting Requirements

	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
Year	2a	2b	2c
2018-2019	M	M	M
2019-2020	M	M	M
2020-2021	AS	M	M
2021-2022	M	M	M

*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

Q61. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

During the fall, the ECS Board of Directors' Personnel Committee Chair meets with the School Leader to complete a goal-setting session. Following the DPAS II regulations, goals are set using PSEL Standards for Administrators, as well as DPAS II Component V measures. Once the goals are set, the Personnel Committee convenes to discuss the goals set. Then the information is brought to the whole Board for a vote.

During the course of the school year, the Personnel Chair visits with the School Leader to monitor goals, do conduct walkthroughs, and to complete the mid-year and end-of year conferences. All information is input into the Data Service Center, including all evidence of each of the goals being met.

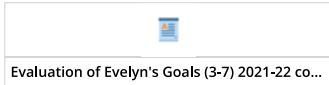
The Personnel Committee meets to discuss progress every two months if needed. At the end of the year, a summative evaluation is voted on by the entire Board. Please see attached notes on evaluation.

Applicant Evidence :



Evaluation of Evelyn's Goals 1

Uploaded on 9/26/2022 by Evelyn A Edney



Evaluation of Evelyn's Goals (3-7) 2021-22 co...

Uploaded on 9/26/2022 by Evelyn A Edney

Q62. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

The Board President regularly monitors the progress of the Board's effectiveness. Through regular and constant contact with the Board members, issues or concerns are raised. While there has not been a need to implement corrective action, should a need arise to bring a matter involving the Board's effectiveness to the attention of the full board, either a special meeting will be convened to address the same or an agenda item will be added to the Board's agenda. In the event a Board member is unable to fully participate during his/her term, nominations for new board members will be considered.

The Board has regular bi-monthly meetings as a whole, as well as sub-committee meetings: Personnel, Academic Affairs, Finance and Facilities, Marketing, Development, Nominating. The Committees meet to check on the progress of the school in each area and report back to the full board. See attached list of Board of Directors' committee assignments.

Applicant Evidence :



ECS BOD Committees 2022-23x.docx

Uploaded on 9/26/2022 by Evelyn A Edney

Q63. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The Board Membership Committee nominates members to the Board of Directors who have various backgrounds in finance, law, education, and/or business. These professional experiences enable the Board to guide and support the ECS administration and staff in achieving success and carrying out the school's mission. The Chair of the Membership Committee and the Board President provide an orientation to new members, explaining the role of the Board, responsibilities and discussing committee assignments. Members of the Board have participated in several training activities, including annual training provided by the Charter School Network, and topic-specific training provided by DE DOE through the PDMS. Governance training is provided to all Board members either through the Department of Education or an external vendor.

See attached list of Board Members and Training Dates.

Applicant Evidence :



EARLY COLLEGE SCHOOL BOARD - LIST OF M...

Uploaded on 9/26/2022 by Evelyn A Edney

Q64. Describe the school's process for succession planning including identification, development and retention of school leaders.

ECES engages in succession planning using the following:

- Distributive leadership by which the school leader structures leadership opportunities for the professional staff. For example, Department Liasons and PLC Leaders plan for and facilitates team meetings, and attend and provide professional development; teacher leaders serve as leaders of school committees and serve as mentors for new instructional staff.
- Administrative positions of the Principal, Assistant Principal and Business Manager share the school leadership responsibilities. The individuals in both positions are fully involved in specific and general leadership responsibilities and continuously receive professional development from the school leader and outside consultants and contracted services.
- Professional development opportunities that focus on academic strategies and classroom management, developing relationships with students and coworkers, and building an aspiring and positive school culture.
- Teachers at the ECS are encouraged and given the opportunity to develop leadership skills as they analyze school data, identify some of the school's biggest challenges, and determine strategies to confront these issues. Teacher leaders will emerge from this experience and begin to develop leadership skills in the areas of instructional and personal leadership.

ECES supports the development and retention of school leaders by:

- Using an appraisal system that is implemented under the direction of the Board President and provides for collaborative goal setting, quarterly assessments of the metrics tied to the school leader's goals, and recommendations and commendations for professional performance.
- Promoting and funding opportunities for professional development. The selection of topics and events for professional development are determined by the school leader in conjunction with the Board President and focus on areas for growth as well as areas of interest to the leader and to the school community.



Q65. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

ECS has events throughout the year and Board members regularly participate. Regarding operations, the ECS is affiliated with Delaware State University and, depending upon the issue, a designated Board member works as a facilitator between ECHS and DSU. This most often pertains to course registration, maintenance of facilities, and most recently, the updating of the 2017-18 MOU with DSU.

Regarding fundraising, the Board is committed to assisting the ECS with fundraising. There are two streams of activities in this area. One devoted to supporting operations and the other to a capital campaign to raise funds for renovating the high school building. The ECS Board Development Committee assists with school events and includes representatives from ECS, DSU and the ECS Board President. Board members attend functions, submit ads and donations and participate in the program. This same group is working with the DSU Foundation to develop a plan for a capital campaign for ECS.

ECS Board Members support everything from our Welcome Back Nights in August to Graduation in May. They attend our events, support our needy families and fundraisers with monetary donations, and give of their time whenever needed.

Applicant Evidence :

 Dr. Horton1.jpg Graduation	 Middle School Magic.jpg Middle School Ribbon Cutting	 Expansion8.jpg Expansion Committee Meeting	 20181220_172740.jpg Board Photo
Uploaded on 9/26/2022 by Evelyn A Edney	Uploaded on 9/26/2022 by Evelyn A Edney	Uploaded on 9/26/2022 by Evelyn A Edney	Uploaded on 9/26/2022 by Evelyn A Edney

Q66. Appendix 3: Current Organizational Chart

Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

The Early College Board of Directors list as well as the ECS Organizational Chart are attached. The school is lead by the Head of School, Dr. Evelyn Edney, who is the one employee of the Board of Directors. The principal, primarily located in the high school building is Dr. Nyia McCants, and the Associate Principal, Dara Savage, is primarily located in the middle school. There are Department Leaders/Liasons who communicate needs of their members as well as meet with the ECS Administrative Team to obtain information pertinent to doing jobs.

Applicant Evidence :

 ECS Organizational Flow Chart 2022-23.docx	 EARLY COLLEGE SCHOOL BOARD - LIST OF M...
Uploaded on 9/26/2022 by Evelyn A Edney	Uploaded on 9/26/2022 by Evelyn A Edney

Q67. Complete/Update the Board Financial and Governance table (see Resources) 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.
- Please list only the most recent training date.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :

The updated Board Financial and Governance trainings are attached. All Board members have completed all trainings with the exception of the two brand new members who just started on the Board, Dr. Debbie Harrington and Dr. Susan Bunting, who have a month to complete their trainings. The Board of Directors had all Board members complete trainings in PDMS in the summer of 2022. A transcript for each Board Member is in PDMS.

Resources

 ECHS Board Financial and Governance Traini...
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Applicant Evidence :

 ECHS Board Financial and Governance Traini...
Uploaded on 9/26/2022 by Evelyn A Edney

Q68. Board Financial and Governance Members and Training (review the file you uploaded above)


DOE Summary:
As of April 19, 2022, ECHS@DSU's Board of Directors was in compliance with the State's membership and board governance training requirements.

School Comments 2020-2021	The school was not required to provide a response to this information.
School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	The school was not required to provide a response to this information.



All trainings are up to date (as of summer 2022). They were completed in PDMS. See attached training lists.

Applicant Evidence :


ECHS Board Financial and Governance Traini...

Uploaded on 9/26/2022 by Evelyn A Edney


Q69. Complete/Update the Citizen Budget Oversight Committee Membership and Training table (see Resources) and upload your finished copy here.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :

All members have completed the financial training in PDMS. See attached list.

Resources


ECHS CBOC.xlsx

Applicant Evidence :


Renewal--ECHS CBOC.xlsx

Uploaded on 9/26/2022 by Evelyn A Edney

Q70. Citizen Budget Oversight Committee Membership & Trainings (review the file you uploaded above)

DOE Summary:

As of April 19, 2022, Early College High School's Citizens Budget Oversight Committee (CBOC) was in compliance with State's membership and financial training requirements.

School Comments 2020-2021	The school was not required to provide a response to this information.
School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	The school was not required to provide a response to this information.

All members were in compliance. See attached list.

Applicant Evidence :


Renewal--ECHS CBOC.xlsx

Uploaded on 9/26/2022 by Evelyn A Edney


Q71. Appendix 4: Board Governance Training Certificates and/or Documentation

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Applicant Comments :

A training transcript list from Professional Development Management System is attached. It displays all completion dates for all trainings.

Applicant Evidence :


Renewal--Board Financial Training Transcrip...

Uploaded on 9/26/2022 by Evelyn A Edney

Q72. Appendix 5: Board member and school leader succession plans

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10



Applicant Comments :

ECS engages in succession planning using the following:

- Distributive leadership by which the Head of School/School Leader structures leadership opportunities for the professional staff. For example, Department Liasons and PLC Leaders plan for and facilitates team meetings, and attend and provide professional development; teacher leaders serve as leaders of school committees and serve as mentors for new instructional staff.
- Administrative positions of Assistant Principal and Business Manager share the school leadership responsibilities. The individuals in both positions are fully involved in specific and general leadership responsibilities and continuously receive professional development from the school leader and outside consultants and contracted services.
- Professional development opportunities that focus on academic strategies and classroom management, developing relationships with students and coworkers, and building an aspir-ing and positive school culture.
- Teachers at the ECS are encouraged and given the opportunity to develop leadership skills as they analyze school data, identify some of the school's biggest challenges, and determine strategies to confront these issues. Teacher leaders will emerge from this experience and begin to develop leadership skills in the areas of instructional and personal leadership.

Board Succession Plan (See attached):

- The Board of Directors' President has asked Board members who would like to be a chair of a committee. Then the chair-elects spend a year learning the position for the outgoing Board member.

ECS supports the development and retention of school leaders by:

- Using an appraisal system that is implemented under the direction of the Board President and provides for collaborative goal setting, quarterly assessments of the metrics tied to the school leader's goals, and recommendations and commendations for professional performance.
- Promoting and funding opportunities for professional development. The selection of topics and events for professional development are determined by the school leader in conjunction with the Board President and focus on areas for growth as well as areas of interest to the leader and to the school community.

Applicant Evidence :



SUCCESSION PLAN (attch for Renewal App)....

Uploaded on 9/30/2022 by Evelyn A Edney

Q73. Appendix 6: Current board bylaws

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

See attached updated by-laws

Applicant Evidence :



Bylaws (as amended September 20 2022) of ...

Uploaded on 9/30/2022 by Evelyn A Edney

3.6. Students, Employees and School Environment

	Students & Staff		
	Students Rights	Req. on Teacher Certification & Hiring Staff	Facilities, Transportation, Health & Safety
Year	3a	3b	4a
2018-2019	M	M	AS
2019-2020	M	M	M
2020-2021	M	M	M
2021-2022	M	M	M

Q74. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.



N/A; All Sections Met the Standard

Q75. Provide information about the best practices the school uses to meet standards in the above noted areas.

N/A All Metrics were Met

Q76. Appendix 7: Please upload an up-to-date Certificate of Occupancy

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :

COO Price Building.pdf

Uploaded on 9/30/2022 by Evelyn A Edney

Q77. Appendix 8: Please upload an up-to-date Fire Inspection Certificate

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Attached are the up-to-date Fire Inspection Certificates for both the middle school building (Living & Learning Commons) and the high school building (Price Hall).

Applicant Evidence :

Fire Inspection Report--Living and Learning ...	Fire Inspection--Price Hall--ECHS.pdf

Uploaded on 9/26/2022 by Evelyn A Edney

Uploaded on 9/26/2022 by Evelyn A Edney

Q78. Appendix 9: Please upload an up-to-date Insurance Certificate(s)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Insurance Certificate Attached

Applicant Evidence :

COI - Evidence of Coverage.pdf

Uploaded on 9/30/2022 by Evelyn A Edney

Q79. Appendix 10 ERIP: Please upload report for SY20/21 and SY21/22

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Reports attached

Applicant Evidence :

ECS ERIP Safety Plan 2020-21.pdf	ECS-ERIP Safety Plan 2021-22.doc

Uploaded on 9/30/2022 by Evelyn A Edney

Uploaded on 9/30/2022 by Evelyn A Edney

3.7. Teacher Retention

2018-2019			2019-2020			2020-2021			2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
72%	13	18	61.1%	11	18	69.2%	9	13	TBD	TBD	TBD

DOE Summary:



Over the course of the charter term, ECHS@DSU's teacher retention rate has ranged between 61% and 72%. From SY 18/19 to SY 19/20, teacher retention decreased 10.9%, from 72% to 61%. However, in SY 20/21 the retention rate increased 8.1%, from 61.1% to 69.2%.

Q80.2021-2022 PERCENT of Teachers RETAINED

Of the 17 teachers on the ECS staff for the 2021-22 school year, only three did not return to the school (83%, a 14.1 % increase in retention rate). All went to opportunities with better pay within the state at school districts (NCCVT, Polytech, and Smyrna). One teacher became an administrator at ECS.

With the start of the 2022-23 school year and the expansion of the middle school, there are 21 new hires for the building including teachers, admin assistants, a Dean of students, and paras bringing the total to 50 employees, ECS' highest in school history.

ECS believes that the New Staff Academy helped with increased communication as well as building stronger relationships. Mentors have been given to every new employee. New teachers will meet their state requirements with their the ECS Administration, the Lead Mentor and other colleagues.

Q81.2021-2022 NUMBER of Teachers RETAINED

Of the 17 teachers on the ECS staff for the 2021-22 school year, only three did not return to the school (83%, a 14.1 % increase in retention rate). All went to opportunities with better pay within the state at school districts (NCCVT, Polytech, and Smyrna). One teacher became an administrator at ECS.

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ECS believes that the New Staff Academy helped with increased communication as well as building stronger relationships. Mentors have been given to every new employee. New teachers will meet their state requirements with their the ECS Administration, the Lead Mentor and other colleagues.

Q82.2021-2022 NUMBER of Teachers ELIGIBLE

Of the 18 teachers on the ECS staff for the 2021-22 school year, only three did not return to the school (83%, a 14.1 % increase in retention rate). All went to opportunities with better pay within the state at school districts (NCCVT, Polytech, and Smyrna). One teacher became an administrator at ECS.

ECS believes that the New Staff Academy helped with increased communication as well as building stronger relationships between staff members and the administrative team .

With the start of the 2022-23 school year and the expansion of the middle school, there are 21 new hires for building including teachers, admin assistants, a Dean of students, and paras bringing the total to 50 employees, ECS' highest in school history.

Q83.School's plans to monitor and minimize teacher attrition rates

School Comments 2020-2021	ECHS's teacher retention rate improved from 2019-2020 to 2020-2021 (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.
School Comments 2019-2020	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)

ECS plans to start the school year with a New Staff orientation (see attached PowerPoint from August 2022), so that new staff can have a chance to bond, meet their mentors, and plan and prep before the whole staff is there. ECS also plans to continue with New Staff Academy, which meets twice a month during the school year to provide professional development, to have mentors and mentees work on their state requirements, and to provide "therapy," by leaning on each other. The time also allows the school to work with new staff on upcoming events, preparing them for what is to come and answering question. The new teachers' schedules will be arranged to allow for regular instructional coaching and mentoring. All three administrators provide guidance for new staff.

Applicant Evidence :

ECS@DSU New Staff Orientation (1).pdf

Uploaded on 9/26/2022 by Evelyn A Edney

Q84.School's professional development plans support teachers and leadership.

School Comments 2020-2021	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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School Comments 2019-2020	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglcdfindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglcdfindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)

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Each year, the "Off to a Great START" (Setting a Tone of Accepting Responsibility Training) program begins the year with a bang! A theme is chosen and staff spend the week with team building, trainings, workshops, and classroom/school prep time.

Monthly there are PLCs and other professional development workshops and training take place in staff meetings,

In the middle of the year and at the end of the year, a complete "Data Dive" is conducted to inform decision making.

In addition to the New Staff Academy, professional development includes attendance at state, regional, and national conferences such as

- Delaware Math Coalition, Science Coalition, Social Studies Coalition, and Literacy Cadre events.
- DE Visual & Performing Arts training events
- NCTE, NAST, MCTM, NAFME, etc.
- Advanced Placement Training
- Spring Board Training

Q85. Review the table above with the school's teacher retention trends. Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

Of the 18 teachers on the ECS staff for the 2021-22 school year, only three did not return to the school (83%, a 14.1 % increase in retention rate). All went to opportunities with better pay within the state at school districts (NCCVT, Polytech, and Smyrna). One teacher became an administrator at ECS.

ECS believes that the New Staff Academy helped with increased communication as well as building stronger relationships.

With the start of the 2022-23 school year and the expansion of the middle school, there are 21 new hires for building including teachers, admin assistants, a Dean of students, and paras bringing the total to 50 employees, ECS' highest in school history.

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Q86. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

ECS' professional development plans have evolved over the years. When the school first began, project-based learning and ensuring Common Core was in the curriculum were the two main focus points. Also the staff had to learn about the early college model. In some ways, all of this holds true today. Because of the expansion and additional staff members, ensuring that they learn project-based learning, learning the early college model, and integrating Common Core into their curricular areas are still important to the staff's development.

In addition, staff professional development begins in August with New Teacher Orientation which then moves to the entire staff for one week of trainings, workshops, professional development (see attached) in a START Program (Setting a Tone of Accepting Responsibility Training). A theme is chosen and staff spend the week with team building, trainings, workshops, and classroom/school prep time.


Monthly there are PLCs and other professional development workshops and training take place in staff meetings,

In the middle of the year and at the end of the year, a complete "Data Dive" is conducted to inform decision making.


In addition to the New Staff Academy, professional development includes attendance at state, regional, and national conferences such as

- Delaware Math Coalition, Science Coalition, Social Studies Coalition, and Literacy Cadre events.
- DE Visual & Performing Arts training events
- NCTE, NAST, MCTM, NAFME, etc.
- Advanced Placement Training
- Spring Board Training

Applicant Evidence :



START 2022 New Staff.docx



START 2022 Staff.docx

Uploaded on 9/26/2022 by Evelyn A Edney

Uploaded on 9/26/2022 by Evelyn A Edney

Q87. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.



Through a waiver approved by the Department of Education, the Early College School @ Delaware State University uses the Teaching Excellence Framework (TEF) to implement a more robust definition of teaching excellence that is tied to an evaluation system that ensures every teacher receives high-quality observations and clear, actionable feedback they can use to continually refine their instructional practice. The waiver presents an opportunity to better use administrator time, provide more transparency around the evaluation process, and encourage greater collaboration within and between schools. Through this refined process, ECS believes that the school will be closer towards reaching our common mission of ensuring students leave our campuses equipped with the essential knowledge and skills to continue their journey towards college.

This is Year #7 of implementing the Teaching Excellence Framework (TEF). Over the last few years, as well as the experience of the Wilmington Charter Collaborative, who had successfully implemented the framework for three years prior to ECS' onboarding. The negative with any evaluation system is time; however, the good that comes with this system outweighs the bad. The coaching model has become a part of the ECS@DSU culture. The teachers are now use to it and wish to continue the use of this as an evaluation of their teaching and the learning that takes place in their classrooms.

In 2019, a waiver was written and approved to add a Specialist Excellence Framework (SEF), which works in the same way for TEF as far as it being a coaching model.

3.8. Closure Requirements

Q88. Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).
 - Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2022-23 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.

FY2022 Calculated and earned summer pay	\$358,315
FY2023 incremental increase to earned summer pay	208,613
Final Audit Cost Estimate	<u>\$82,000</u>
Total	\$648,928

Contingencies

Summer Pay	\$566,928
FY2023 Strategic Plan Contingency	\$82,000
Total	\$648,928

- All Other costs should be sufficiently budgeted to include the required 2% Contingency in the FY2023 budget and will carry forward to pay expenses incurred in June, but not paid until July.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement:
 - Just as summer pay is budgeted and moved to a separate APPR 98079, so will the projected liability be set aside to ensure that the appropriate amount remains available should the school not continue July 1, 2023. Balance of APPR 98079 Contingency Balance at 063022 was \$717,145.
 - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

Audit:

1. Maillie
2. Michelle Lambert & Associates
3. Dorcell Spence
4. Leah Jenkins

Document Processing

1. Leah Jenkins
2. Evelyn Edney
3. Michelle Lambert & Associate

4. Financial Performance

4.1. Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework (<https://www.doe.k12.de.us/Page/2626>).

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	
2018-2019	M	M	AS	M	M	F	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	AS	M	M	M	Meets Standard
2020-2021	M	M	AS	M	M	M	M	M	M	Meets Standard

DOE Summary:

ECHS@DSU has consistently earned overall rates of "Meets Standard" over the course of its charter term. At the individual indicators level, in SY 18/19, the school had 2 out of 9 indicators that did not meet standard. Indicator 1c: Enrollment Variance was rated "Approaching Standard" and Indicator 2b: Debt Asset Ratio was rated Far Below Standard. Indicator 2b has improved to "Meets Standard." Indicator 1c improved in SY 19/20 but regressed to "Approaching Standard" in SY 20/21.

Q89. School's financial performance over the current charter term

School Comments 2020-2021	Not applicable
School Comments 2019-2020	Not applicable
School Comments 2018-2019	ECHS continues to move in the right direction for the Financial Framework. During the 2018-19 school year and for the first time, the Financial Framework has a Meet the Standard rating.

The ECS financial performance has continually improved since the school's inception. All measures have wither met the standard or a few have approached the standard with cause for corrective action. In all instances, the corrective action plan was made and executed.

The June 2022 financial audit just concluded on 09/29/2022, so the findings have not been publically reported yet, but the usual audit was clean.

This year, a single audit was conducted and had one finding: The finding stems specifically from lack of policies surrounding cash management, allowability of costs, property management, and travel reimbursement in regard to Federal Grant Awards. (See attached Corrective Action Plan).

Applicant Evidence :



Uploaded on 9/30/2022 by Evelyn A Edney

Q90. Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2020-2021	Not applicable
School Comments 2019-2020	Not applicable
School Comments 2018-2019	ECHS continues to use an outside financial consultant to assist with budgeting. The ECHS Administration has been fiscally responsible with the budget.

The hiring of Dorcell Spence, financial consultant and former Delaware Division of Accounting was the best practice to improve the school's financial outcomes. She meets with the ECS Administrative Team and the ECS Business Director each month to discuss financial information and reports. She also meets with the Board of Directors' Finance and Facilities Chair and the Committee to give highlights of the reports.

Q91. Below is the measure(s) where the school did not meet the standard. You are invited to make a response.

School Comments 2020-2021	Measure 1c. Enrollment Variance: Approaching Standard 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.
School Comments 2019-2020	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)
School Comments 2018-2019	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)

The June 2022 financial audit just concluded on 09/29/2022, so the findings have not been publically reported yet, but the usual audit was clean.

This year, a single audit was conducted and had one finding: The finding stems specifically from lack of policies surrounding cash management, allowability of costs, property management, and travel reimbursement in regard to Federal Grant Awards. (See attached Corrective Action Plan).

Applicant Evidence :



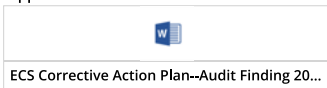
Uploaded on 9/30/2022 by Evelyn A Edney

Q92. Describe the school's financial performance over the current charter term. (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.)

The June 2022 financial audit just concluded on 09/29/2022, so the findings have not been publically reported yet, but the usual audit was clean.

This year, a single audit was conducted and had one finding: The finding stems specifically from lack of policies surrounding cash management, allowability of costs, property management, and travel reimbursement in regard to Federal Grant Awards. (See attached Corrective Action Plan).

Applicant Evidence :



Uploaded on 9/30/2022 by Evelyn A Edney

Q93. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

In the first year of the school's existence, ECS had financial woes. It became worse over the ext year. By year two, Financial Consultant and former Delaware Division of Accounting executive, Dorcell Spece was hired on permanantly to work with the Early College School. She had the team work forensically to look at prior spending and vendors to create a true budget, which was very frugal. For the next couple of years, the financial outlook was much better.

Grants and fundraising have also helped the financial outlook--the Consolidated Grant, Longwood Foundation grants, and so forth. Fundraising events have been planned to assist with accounts as well.

In 2021-22, ECS hired a Business Director was hired to help streamline processes around money and to asist with day-to-day accounts receivable, accounts payable, and reconciliation of billing. The Business Director works hand in hand with Michelle Lambert, LLC. for payroll.

Q94. Address any measure where the school did not meet the standard or is approaching standard.

The June 2022 financial audit just concluded on 09/29/2022, so the findings have not been publically reported yet, but the usual audit was clean.

This year, a single audit was conducted and had one finding: The finding stems specifically from lack of policies surrounding cash management, allowability of costs, property management, and travel reimbursement in regard to Federal Grant Awards. (See attached Corrective Action Plan).

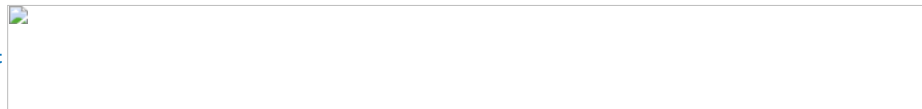


Applicant Evidence :


ECS Corrective Action Plan--Audit Finding 20...

Uploaded on 9/30/2022 by Evelyn A Edney

Q95. Performance Agreement



DOE Summary:

ECHS@DSU has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

School Comments 2020-2021	There were no audit findings.
School Comments 2019-2020	Not applicable
School Comments 2018-2019	The current rating is "Meets Standard," and ECHS is planning to meet that goal and improve in the specific areas that did meet or was approaching the standard.

The June 2022 financial audit just concluded on 09/29/2022, so the findings have not been publically reported yet, but the usual audit was clean.

This year, a single audit was conducted and had one finding: The finding stems specifically from lack of policies surrounding cash management, allowability of costs, property management, and travel reimbursement in regard to Federal Grant Awards. (See attached Corrective Action Plan).

Applicant Evidence :


ECS Corrective Action Plan--Audit Finding 20...

Uploaded on 9/30/2022 by Evelyn A Edney

Q96. How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:

FSMA was not under a corrective action plan during this charter term.

School Comments 2020-2021	Not applicable
School Comments 2019-2020	Not applicable
School Comments 2018-2019	Not applicable

ECS is not listed above. FSMA is. Please edit.

Applicant Comments :

The Administrative team developed the corrective action plan in conjunction with the Board of Directors President. The plan was given to the auditors to make part of the June 2022 audit.

Q97. Discuss the school's financial performance based on its approved Performance Agreement.

Not available at this time. Audit is needed for the Performance Framework, and it was completed on September 29, 2022. It will be presented to the Department of Education Charter School Office upon receipt.

Q98. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

Not available at this time. Audit is needed for the Performance Framework, and it was completed on September 29, 2022. It will be presented to the Department of Education Charter School Office upon receipt.

Q99. Appendix 11: Upload a Summary of Findings from Independent Audits (if applicable)



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :
See attached

Applicant Evidence :

Early College DRAFT 9-26-22.pdf

Uploaded on 9/30/2022 by Evelyn A Edney

Q100. Appendix 12: Upload a Final Fiscal Year 2022 Revenue & Expenditure Budget Report in the prescribed Department format

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :
See attached prepared by Financial Consultant, Dorcell Spence.

Applicant Evidence :

Renewal--Final Fiscal Year 2022.pdf

Uploaded on 9/26/2022 by Evelyn A Edney

Q101. Appendix 13: Upload an Approved Preliminary Fiscal Year 2023 Budget in the prescribed Department format

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :
See attached prepared by Financial Consultant, Dorcell Spence.

Applicant Evidence :

Renewal--Approved Preliminary Fiscal Year ...

Uploaded on 9/26/2022 by Evelyn A Edney

Q102. Appendix 14: Upload a Fiscal Year 2022 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :
See attached prepared by Financial Consultant, Dorcell Spence.

Applicant Evidence :

Renewal--Final Fiscal Year 2022.pdf

Uploaded on 9/26/2022 by Evelyn A Edney

Q103. Appendix 15: Upload A list of all due process settlements (if applicable) and financial impact.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20

Applicant Comments :
N/A

Q104. If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.

ECS was approved for a minor modification in 2021 to change the enrollment to 575, 625, 625, 625 for years 2024-2027. Please see attached.

Applicant Evidence :

ECHS_2021-22_Delaware_DOE_Ch.pdf

Uploaded on 9/30/2022 by Evelyn A Edney



5. Innovation

Q105.School's innovative practice(s) that could be replicated at other schools in Delaware

<p>School Comments 2020-2021</p>	<p>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 gradelevel 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</p>
<p>School Comments 2019-2020</p>	<p>For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)</p>
<p>School Comments 2018-2019</p>	<p>For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)</p>

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).



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. Students will have the opportunity to 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 grade only take high school classes, and 10th graders 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 points 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 integrated 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 gradelevel 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." 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™.

Applicant Comments :

The ECHS College Readiness Rubric is being replicated for the new junior high school and will be called the ECS High School Readiness Rubric. Seventh graders will be like the 9th graders and will monitor progress over time to allow them to take high school classes in the fall of their 8th grade year. Eighth graders will need to maintain their "high school ready" status in order to take high school classes and remain in them each semester.

The Rubric is being requested for use in other schools in Delaware and in other States.

6. Five-Year Planning

6.1. Projected Enrollment

Q106.Fill out the five-year enrollment chart by grade level (see Resources). Ensure that the chart allows for the natural progression of students from year to year.


- Note: This will become the school's authorized enrollment for the new charter term.
- Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application (<https://www.doe.k12.de.us/Page/4361>) including budget sheets, and a budget narrative reflecting the new enrollment figures.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 20


Applicant Comments :

ECS plans to increase enrollment to 525 by the 2024 school year. Currently, it sits at 523 students with 26 students on a waiting list, its largest enrollment after a decrease for two years due to the Covid pandemic. Increased recruitment efforts will keep ECS on the pace to reach 625 by the 2027 school year as outlined in the approved Minor Modification.

Resources


ECHS Projected Enrollment.xlsx

Applicant Evidence :


Renewal--Projected Enrollment.xlsx

Uploaded on 9/26/2022 by Evelyn A Edney

6.2. The school's plans for the next five years of the charter

(Note: The school's responses to the next 4 questions in this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)

Q107.Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

The ECHS Board and School Leadership team will monitor student academic achievement monthly through the Academic Affairs Committee and the Personnel Committee. The Academic Affairs Committee oversees all academic work for ECHS. This committee will create a dashboard of data with targets (DSSF, as well as school-based data) to be included in the School Leader Monthly Report. These goals will also be a part of the School Leader's evaluation process as well.

ECS will measure students' success in several ways. During PLCs, teachers will look at student work to determine which students seem to be struggling in their course work and on classroom-level assessments. Also, the staff meets in grade-level meetings to discuss students across curricular areas to see what supports need to be put in place and what strategies seem to be working for the student. Finally, ECS teachers will use the ECS High School/College Readiness data and grade reporting data to determine student mastery.

The College Readiness Rubric is a tool that measures grades, attendance, behavior, and scores on key assessments. Strategies such as Response to Intervention (Rti) classes, tutoring, and mentoring, were put in place to provide academic support. In addition, teachers complete recommendations that consider such factors as academic excellence, time on task, classroom behavior, work ethic, technology integration, and collaboration skills. The ECS High School/College Readiness Rubric assesses how well students can perform in college courses, sooner rather than later, providing early detection for at-risk students. The Rubric is used eight times during the school year to coincide with grade reporting periods.

During the course of the year, students and parents are invited to College Readiness meetings with the school administration to discuss the student's progress. At these meetings students/families are able to discuss their concerns with the school as well as the student's plan for success. If a student/parent has indicated that the student could possibly leave the school the following year, ECHS works with the family to develop a "game plan" for success which would hopefully change their opinion and encourage them to remain at ECHS.

Q108.Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.



The Early College School's Strategic Plan (see attached) includes the following Strategic Objectives


1. Raise the level of student achievement on the PSAT
2. Raise the level of student achievement on the SAT
3. Raise the level of college readiness
4. Increase Teacher Effectiveness
5. Increase school pride and student civic engagement, and personal responsibility
6. Increase Parent and Family Engagement
7. To ensure economic viability through recruitment

The Measures will be the following

- % meeting PSAT 8/9 ERW and math standards,
- % meeting PSAT 10 ERW and math standards
- % meeting PSAT/NMSQT ERW and math standard
- % meeting SAT ERW and math standard
- % Scoring College Ready for each grade reporting period
- # Scoring 3-4-5 in AP US History and in English Language
- # College Cumulative Credits Earned
- Graduation Rate
- # Teachers attending professional development at the LEA, state level, national level
- Teachers leading professional development
- # Peer visits conducted
- # Teaching Excellence Framework Observations
- # Specialist Excellence Framework Observations
- PBS School Climate Survey Staff y
- Teacher Retention Rate
- # Students with 0-1 Infractions, 2-5 Infractions, 0-1 Infractions
- Attendance Rate
- PBS School Climate Survey Students, Parents, Staff
- % Family Members present at academically-focused activities and socially-focused activities
- # Recruitment Visits/Open Houses
- #Applications by School Choice Deadline
- #Applications by April 1
- September 30th Count

The The ECS Strategic plan will be monitored. The Academic Affairs Sub-Committee of the ECS Board of Directors, as well as the Administration Team, and the Staff will continue to monitor rates and activities which support the teaching and learning to lead to increased graduation rates.

Applicant Evidence :


Strategic Plan.xls

Uploaded on 9/30/2022 by Evelyn A Edney

Q109. Describe the student performance standards for the school as a whole.



The Early College School's Strategic Plan (see attached) includes the following Strategic Objectives

1. Raise the level of student achievement on the PSAT
2. Raise the level of student achievement on the SAT
3. Raise the level of college readiness
4. Increase Teacher Effectiveness
5. Increase school pride and student civic engagement, and personal responsibility
6. Increase Parent and Family Engagement
7. To ensure economic viability through recruitment

The Measures will be the following

- % meeting PSAT 8/9 ERW and math standards,
- % meeting PSAT 10 ERW and math standards
- % meeting PSAT/NMSQT ERW and math standard
- % meeting SAT ERW and math standard
- % Scoring College Ready for each grade reporting period
- # Scoring 3-4-5 in AP US History and in English Language
- # College Cumulative Credits Earned
- Graduation Rate
- # Teachers attending professional development at the LEA, state level, national level
- Teachers leading professional development
- # Peer visits conducted
- # Teaching Excellence Framework Observations
- # Specialist Excellence Framework Observations
- PBS School Climate Survey Staff y
- Teacher Retention Rate
- # Students with 0-1 Infractions, 2-5 Infractions, 0-1 Infractions
- Attendance Rate
- PBS School Climate Survey Students, Parents, Staff
- % Family Members present at academically-focused activities and socially-focused activities
- # Recruitment Visits/Open Houses
- #Applications by School Choice Deadline
- #Applications by April 1
- September 30th Count

The The ECS Strategic plan will be monitored. The Academic Affairs Sub-Committee of the ECS Board of Directors, as well as the Administration Team, and the Staff will continue to monitor rates and activities which support the teaching and learning to lead to increased graduation rates.

Q110. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

ECS has been using Edmentum's Plato Courseware as a way for students to recover credit. A few years in with use, more resources have become available like Study Island to assist with instruction in the classrooms and in the after school extra help program. Edmentum also has a program called Exact Path.

Edmentum Exact Path personalizes instruction by offering evidence-based adaptive diagnostic assessments and individualized learning paths for K-12 grade students in math, reading, and language arts. Available as stand-alone tools or in combination, our award-winning assessment pinpoints each student's precise strengths, needs, and academic readiness, while learning paths create a unique academic instructional plan to accelerate growth goals and facilitate targeted support and intervention.

Exact Path pinpoints each student's specific instructional level, academic needs, and growth goals. It delivers tailored instruction to help students grow based on their unique needs, analyzes progress and deploy targeted assignments for reteach or extension activities, and allows teachers to conference with individual learners to set, persist, and achieve growth goals.

Staff can determine individual student needs across a K-12 learning progression, emediate at the first signs of struggle with age-appropriate, automated intervention, monitor progress and pull supplementary aligned resources for teacher-led intervention, and help students own their learning and get back to grade level, and on track for success.

In Exact Path, all students automatically receive a personalized learning path of pedagogically sound, self-paced curriculum. The 100% mobile-optimized, direct instruction and activities use a mastery learning approach to adapt to each student's needs and remediate with prerequisite Building Blocks as needed.

With the ECS High School and College Readiness Rubrics, students are scored on assessments. ECS uses Exact Path because it is not one test, but a series of activities and testing that allow students to work at their pace to complete them and it is adaptive to their needs. All of Edmentum's products are Common Core aligned.

Q111. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.



ECS measures progress to determine whether school is on track to meet the expected Academic Achievement in many ways:

The Administrative Team works with the ECS Board which consists of staff, parents, and students, as well as the staff to create the goals for the year, objectives and strategies to meet those goals. This is monitored by the Administrative Team, the Staff, and the Board of Directors' Academic Affairs Sub-Committee (See attached Strategic Plan).

First, the staff meets in PLCs bi-monthly to discuss student data.: Department Leaders lead looking at student work, common assessments, college readiness data, pre and post tests, and so forth. Staff reflects on the data and uses it to make informed decisions about teaching and learning. Support staff also look at data to determine how they can best use it to support the teaching and learning in the building. The Strategic Plan is reviewed and marked for progress.

The School Climate Team monitors discipline and attendance data during PLCs.

Students also are reflective of their own data in an effort to monitor Academic Achievement. They have to reflect on their high school or college readiness scores every four and a half weeks to map out a game plan for success. The ECS High School and College Readiness Rubrics Students monitor their own grades in Advisory class each week. They are encouraged to complete missing assignments, confer with their teachers about deadlines and concepts, and to advocate for themselves.

Parents are emailed their students' High School or College Readiness scores every four and a half weeks. They are also encouraged to monitor day-to-day assignments, homework, formative and summative assessments on Schoology. Parent conferences are held twice a year; however, a conference can be requested by a teacher, parent, or student at any time.

Q112. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Corrective Action would only come if ECS fell below measures for academic achievement for more than a couple of years in row. Any corrective action that would be needed would ultimately be the responsibility of the School Leader; however, as with any change, it would take many people to create a plan and execute it. The initial action would be to meet with the Administrative team to develop a plan to execute. The process would be the following

Have the entire staff look examine the issue and to get an understanding of the underlying problem.

Then the entire process would need to be outlined

- Investigate the root cause of the issue
- Evaluate and assess triggers
- Identify any related issues
- Determine solutions
- Establish who would be responsible for the different areas
- Set up a timeline
- Write the plan to include all of the above
- Set up a plan for monitoring progress in school

Q113. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

ECS measures progress to determine whether school is on track to meet the expected Academic Performance in many ways:

- The Administrative Team works with the ECS Board which consists of staff, parents, and students, as well as the staff to create the goals for the year, objectives and strategies to meet those goals. This is monitored by the Administrative Team, the Staff, and the Board of Directors' Academic Affairs Sub-Committee (See attached Strategic Plan).
- First, the staff meets in PLCs bi-monthly to discuss student data.: Department Leaders lead looking at student work, common assessments, college readiness data, pre and post tests, and so forth. Staff reflects on the data and uses it to make informed decisions about teaching and learning. Support staff also look at data to determine how they can best use it to support the teaching and learning in the building. The Strategic Plan is reviewed and marked for progress.
- The School Climate Team monitors discipline and attendance data during PLCs.
- Students also are reflective of their own data in an effort to monitor Academic Achievement. They have to reflect on their high school or college readiness scores every four and a half weeks to map out a game plan for success. The ECS High School and College Readiness Rubrics Students monitor their own grades in Advisory class each week. They are encouraged to complete missing assignments, confer with their teachers about deadlines and concepts, and to advocate for themselves.
- Parents are emailed their students' High School or College Readiness scores every four and a half weeks. They are also encouraged to monitor day-to-day assignments, homework, formative and summative assessments on Schoology. Parent conferences are held twice a year; however, a conference can be requested by a teacher, parent, or student at any time.
- See attached Data Protocols

Applicant Evidence :



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Q114. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.



ECS measures progress to determine whether school is on track to meet the expected Organizational Framework in many ways:

The Administrative Team works with the ECS Board which consists of staff, parents, and students, as well as the staff to create the goals for the year, objectives and strategies to meet those goals. This is monitored by the Administrative Team, the Staff, and the Board of Directors' Academic Affairs Sub-Committee, Finance and Facilities (See attached Strategic Plan).

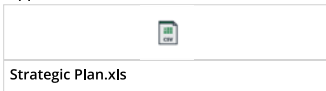
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Applicant Evidence :



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Q115. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

When Early College School @ Delaware State University completed its last CSAC meeting for the major modification to expand the grades, change the enrollment variant, and change the name of the school, the President of Delaware State University, Tony Allen, stated to the committee that ECS would be moved down to the Wesley campus in downtown Dover, DE. At the time, it seemed like a great choice for ECS, because the whole school system could fit in one location. That line of thinking quickly changed to allow ECS to remain on the DSU campus.

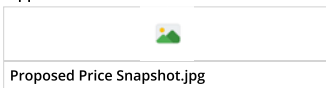
- The students taking college courses could just walk to their classes on the main campus
- The dining facility was already used to following K12 nutrition requirements
- Students and staff were already familiar to logistics on campus
- The entire school can fit in one building, so that everyone is together
- All teachers and students from all grades will become familiar with each other so transitions to grade-level will be smoother

Dr. Allen agreed, but knew the building was not up to code for a K12 school. He paid \$2 million to install a fire sprinkler system and reconstructed bathrooms to make them compliant. The decision was made to move the high school to Price Hall instead of the smaller building they had been inhabiting for three years, Grossley Hall. (See attached diagram of Price Hall). The building fits the entire 9th grade on the second floor in one wing, the juniors and senior classes are across from the school counselors' office, the sophomores are on the first floor, and there are many offices for all groups: Special Education, Dean of Students and Interventionists, Communities in Schools, etc.

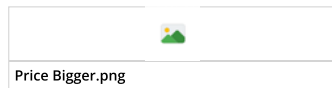
The plan now is to relocate the Middle School Students to Price Hall to be with the high school. See the attached diagram marked as "Proposed Price Snapshot." Offices would need to be eliminated to make room for classrooms. For now the Middle School Students will remain in the Living and Learning Commons until construction can take place.

DSU will employ an architect to do a feasibility report. The ideal timeframe for the move would be within two years.

Applicant Evidence :



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Q116. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

The ECS Board plans to assess its performance annually and hold itself accountable for achieving its goals and govern effectively. The Board will be using a survey instrument that will be completed annually by Board members. The survey is under development but will be a modification of one currently being used by a national organization that surveys its members on various performance measures. This process will be launched by a Board retreat that will focus on performance measures for the Board and for the school.

Q117. Number of school attendance days (2023-2024)

165

See attached attendance survey approved by the ECS Board of Directors and Department of Education in April 2022.

Applicant Evidence :



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Q118. Number of full days (2023-2024)

160

Q119. Number of half days (2023-2024)

4 for exams



Q120. Number of instructional hours in a day (2023-2024)

7

Q121. Number of hours in a full day (2023-2024)

8 with two meals

Q122. Number of hours in a half day (2023-2024)

4.5 with one meal



7. Compliance certification statement

Q123. The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school. We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents. Signature of the Chairperson of the Board of Directors (or designated signatory authority)

Signature

Q124. Name of the Chairperson of the Board of Directors (or designated signatory authority)

Marsha Horton, Ph.D.

Q125. Title (if designated)

Early College School Board of Directors' President

Q126. Date of Signature

Fri Sep 30 2022 (Eastern Daylight Time)





8. Renewal Application Certification Statement

Q127. I hereby certify that the information submitted in this application for renewal 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; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury. Signature: Chairperson of Board of Directors (or designated signatory authority)
Signature

Q128. Date of signature

Fri Sep 30 2022 (Eastern Daylight Time)

Q129. Name of Chairperson of Board of Directors (or designated signatory authority)

Dr. Marsha' T. Horton, Ph.D.

Q130. Title (if designated)

President, Early College School Board of Directors

Q131. Date of approval by board of directors

Fri Sep 30 2022 (Eastern Daylight Time)



9. Performance Agreement Template

Q132. Complete the Performance Agreement Template (see Resources) in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

Upload Required File Type: pdf, word Max File Size: 30 Total Files Count: 1

Applicant Comments :

To be completed once populated

Resources


ECHS Performance Agreement Template.docx

Applicant Evidence :


ECS Performance Agreement Template revis...

Uploaded on 9/30/2022 by Evelyn A Edney

Q133. I have completed this renewal application to the best of my ability and to the extent of my knowledge.

I agree

Final Status

Reject Approve

Approver Comments

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