



1. Overview



THOMAS EDISON
CHARTER SCHOOL
www.thomasedison.charter.k12.de.us

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

- Thomas A. Edison Charter School
- Other [Please Add Correct Info in the Comment]

Q2. Year School Opened

- 2000
- Other [Please Add Correct Info in the Comment]

Q3. Current Enrollment

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

636 (as of 9.22.22)

Q4. Approved Enrollment

- 745
- Other [Please Add Correct Info in the Comment]

Q5. School Address

- 2200 N. Locust Street, Wilmington, DE 19802
- Other [Please Add Correct Info in the Comment]

Q6. District(s) of Residence

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

Q7. Website Address

- <http://thomasedison.charter.k12.de.us/>
- Other [Please Add Correct Info in the Comment]

Q8. Name of School Leader

- Salome Thomas-El



Other [Please Add Correct Info in the Comment]

Q9.School Leader Email

salome.thomas-el@tecs.k12.de.us

Other [Please Add Correct Info in the Comment]

Q10.School Leader Phone Number

(302) 778-1101

Other [Please Add Correct Info in the Comment]

Q11.Name of Board President

Mikkel Christie

Other [Please Add Correct Info in the Comment]

Q12.Board President Email

Mikkelmbc@gmail.com

Other [Please Add Correct Info in the Comment]

Q13.Mission Statement: The mission of the Thomas A. Edison Charter School is to provide a world-class education to students despite race, gender, and socio-economic status. In compliance with 14 Del. C., §501, Thomas Edison Charter School intends “to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community.

Correct; this is our Mission Statement

Other [Please Add Correct Info in the Comment]

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

Resources


TECS Enrollment

Applicant Evidence :


TECS Enrollment and Demographic Inf...

Uploaded on 9/22/2022 by Benjamin Feit

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.



Both in absolute terms and relative to the traditional public schools in the surrounding neighborhoods, TECS educates a student population overwhelmingly composed of low-income African American students. Our enrollment numbers and demographic rates have remained consistent over the life of our charter term even as the pandemic caused many families to rethink how best to educate their children.

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
	Not applicable	

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


Not applicable.

1.4. Enrollment Trends


Q17. Please review the School Enrollment Trends table (see Resources), complete the last column ("Current Waitlist for 2021-22"), and upload the revised document.

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

Resources


TECS School Enrollment Trends.xlsx

Applicant Evidence :


TECS School Enrollment Trends.xlsx

Uploaded on 9/22/2022 by Benjamin Feit

Q18.

DOE Summary:
Thomas Edison's enrollment has decreased each year for the past three years totally a loss of thirty students.

School Comments 2020-2021	The ongoing bus and transportation issues in Delaware have created obstacles for Thomas Edison because many of our students travel from zip codes that are 10-20 miles from our school. A large percentage of our student population come from high-needs families who do not own cars. Also, the pandemic impacted our enrollment, as it has impacted many schools across the nation. Our student retention rate is good but we are experiencing issues with our new student enrollment during the pandemic.
School Comments 2019-2020	Schools are not required to comment on this data.
School Comments 2018-2019	Schools are not required to comment on this data.

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




Notwithstanding the dramatic disruptions to educational continuity that impacted enrollment at schools across the country, TECS has maintained remarkably stable enrollment throughout the school's most recent charter term. A categorical statement to the effect of TECS having witnessed an enrollment decline in each of the past three years is misleading: on two occasions — from 2018-19 to 2019-20 and from 2020-21 to 2021-22 — the year-over-year enrollment decrease was two or fewer students. Consistent with nationwide trends, TECS enrollment decreased by 27 students in 2020-21. Excluding kindergarten, however TECS enrollment actually *increased* by two students. Enrollment increased in 2020-21 at each grade level from 5 to 8. The 29-student decline in Kindergarten was attributable to parents being uncomfortable sending their children to school in the midst of the pandemic. As conditions stabilized, our kindergarten enrollment increased in 2021-22, and we added students to the rising first-grade cohort.

1.5. Reenrollment Trends

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

DOE Summary:
Thomas Edison's reenrollment rate has steadily increased over the past four years. In 2021-2022, only 1.4% of students chose not to return to the school.

Resources


TECS Reenrollment Trends.xlsx

Q19.

School Comments 2020-2021	At Thomas Edison Charter we try to build a safe and academically challenging culture where students feel supported and families are happy about sending their children to our school. We engage with the community and ensure that students and staff know and feel that they make an impact and representation matters
School Comments 2019-2020	The school did not provide a response.
School Comments 2018-2019	The school did not provide a response.

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

TECS is committed to limiting student mobility and to ensuring that families who do choose to enroll their children in our program remain with us for the balance of their K-8 trajectories. We communicate regularly with families to ensure we are providing educational and social-emotional supports that meet their children's needs and proactively explain how we structure our offerings to maximize the opportunities our students have to succeed. Nevertheless, while we strive to keep all of our families within the TECS family, we respect the ability of parents to continually reevaluate their options and to choose the setting that works best for their children. During our most recent charter term, the vast majority of the parents who withdrew their students did so either on account of transportation challenges or health-related concerns during the pandemic.



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 Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	2018-2019			2021-2022		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150	30	20% Well Below Expectations	150	13	9%
Academic Progress	200	102	51% Well Below Expectations	50	3	6%
School Quality/Student Success	50	44	88% Exceeds Expectations	50	32	64%
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	400	176	44% Well Below Expectations	250	48	19%



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 2017-2018 and 2018-2019, Thomas Edison was well-below expectations on the overall academic framework. The school's academic data for 2021 can be found at <https://reportcard.doe.k12.de.us/detail.html#aboutpage?scope=school&district=76&school=575>

Based on the table above discuss the school's:

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

<p>School Comments 2020-2021</p>	<p>The Covid-19 pandemic posed many challenges during the 2020-2021 school year and required teachers and administrators to rethink how we educate our students. When we began remote learning, we were aware that students had issues connecting to the internet and accessing technology, so our attendance and engagement were not where we wanted. We serve a very high needs population, and we expected some issues in these areas, but worked to provide internet access through mifi devices and vouchers for families in need. Overall, we saw steady progress with student attendance and engagement online. Our goal was to enhance student-teacher relationships, focus on academics and creativity, and social emotional learning. We structured our online program to mirror our in-person instruction and saw better results. In May of 2021, we began bringing small groups of students into the school building for in-person instruction. Many families opted to stay home and continue with learning remotely. Due to the majority of our students opting to stay home during the entire 2020/2021 school year, our student participation in the state assessments was very minimal. The mental health and well-being of our students was a priority, and we were able to continue to provide services through our counselor, Family Crisis Therapist, Behavioral Health Consultant, and Delaware Guidance. Lessons Learned and Implemented for 2020-2021: • We needed a structured Zoom schedule, which would mimic a more-normal school day. • We implemented Remind school-wide as a communication tool for teachers and parents. • All students in grades K-8 were given a lap top computer (full school one-to-one). • Schoology and Clever were adopted as our Learning Management Systems. • Students submit work through Schoology and receive grades. • AimsWeb assessments have been administered virtually to provide some data for teachers. • We provided WiFi devices to any family struggling to connect to internet. • Teachers provide office hours after school to students for extra help and tutoring. We are providing additional professional development to our teachers and staff on effective virtual teaching strategies. Teachers participate in our Coach's Corner Schoology group and PLC meeting, where they develop a monthly focus to implement in their classrooms.</p>
<p>School Comments 2019-2020</p>	<p>We have learned a lot about remote learning since March 13, 2020. We began remote learning by providing all families in K-6 with a minimum of one laptop computer, and our 6th, 7th and 8th grade students were one-to-one. Packets of work were compiled by our teachers and sent home to our students. Teachers made daily videos to complement the work packets. We were aware that students had issues connecting to the internet and getting on their computers, so our attendance and engagement were not where we wanted. We serve a very high needs population, so we expected some issues in these areas, but overall we saw steady progress. We were not able to administer assessments to our students, and therefore, were unable to accurately gauge their progress. The mental health and well-being of our students was a priority, and we were able to continue to provide services through our counselor, Family Crisis Therapist, Behavioral Health Consultant, and Delaware Guidance. Lessons Learned and Implemented for 2020-2021:</p> <ul style="list-style-type: none"> • We needed a structured Zoom schedule, which would mimic a more-normal school day. • We implemented Remind school-wide as a communication tool for teachers and parents. • All students in grades K-8 were given a lap top computer (full school one-to-one). • Schoology and Clever were adopted as our Learning Management Systems. • Students submit work through Schoology and receive grades. • AimsWeb assessments have been administered virtually to provide some data for teachers. • We provided WiFi devices to any family struggling to connect to internet. • Teachers provide office hours after school to students for extra help and tutoring. • We are providing additional professional development to our teachers and staff on effective virtual teaching strategies. Teachers participate in our Coach's Corner Schoology group and PLC meeting, where they develop a monthly focus to implement in their classrooms.



**School
Comments
2018-2019**

Our 8th grade students have consistently performed academically at or above the state average on the Smarter Balanced Exam (57% of 8th graders scored proficient in ELA versus 52%, respectively across the state). Our 7th grade students were close to meeting the state average in ELA (53% of 7th graders scored proficient in ELA versus 55%, respectively across the state). The transition to Smarter Balanced has been met with some successes along with challenges. Smarter Balanced is a much more rigorous test and the students are required to perform tasks that were not previously required on DCAS. Compared to schools with similar student populations, TECS elementary students doubled the percent proficient on both Smarter Balanced ELA and Math in 2015. In 2016, our 7th and 8th grade ELA and Math scores on Smarter Balanced were within 10 points of the state average and we were recognized by the state for outstanding growth in middle school Science and Math. In 2017, our elementary students continued to outperform similar schools, our 7th and 8th grade students exceeded the state average in ELA and our 7th grade students came within 10 points of the state average in math while our 8th grade students were within 1 point of the state average in math. In 2018, our middle school students performed academically at or above the state average on the Smarter Balanced Exam. Thomas Edison Charter School (TECS) has demonstrated considerable growth in academics over the past five years. In 2012, the Board continued its support of adopting a Turn-Around Model of School Reform. This reform spurred additional positive changes to the school's culture, structure, leadership, management, academic programs, parental engagement, and student achievement. Since winning the 2011 State Academic Achievement Award and the 2015 Superstars in Education Award, strategic changes were made to the school's curriculum to propel student achievement even more, including the addition of Engage NY for math and a more comprehensive guided reading program in grades K-5, and SpringBoard, a rigorous Pre-AP math and ELA curriculum in grades 6-8. University of Chicago's STEP (Strategic Teaching and Evaluation of Progress) Reading Assessment, Wilson Language Program, the 100-Book Challenge Program, and the infusion of technology in every classroom were also added. Our middle school students consistently performed academically at or above the state average on DCAS in ELA and Mathematics. Another significant strength is our experienced, dedicated, and committed leadership team and faculty – many of whom have remained at TECS far longer than the average urban school administrator and teacher. Since opening in August 2000, we have been able to retain a large number of our founding teachers and/or staff members with five or more years of service to the children at TECS. Our staff members have been committed for years to serving the children that most of society has forgotten. At TECS, we are providing a safe and caring environment for students and staff where creativity, problem solving, risk taking and critical thinking are encouraged and supported. The positive culture that we have developed in our school has helped to build resilient students and teachers. Additional Notable Accomplishments: - 3rd Annual Student-Led Leadership Day—April 12, 2019 (community leaders and dignitaries visited TECS and spent the day learning about TECS) - Staff Retention - Several staff members from inaugural year of 2000 are still working at TECS - Large Number of TFA Corps members who have exceeded their 2-year commitment serving 5 years or more at TECS - Monthly Leadership Breakfast—parents attend to celebrate leadership accomplishments of students - National Championship Chess Team—won 1st place at National Chess Championships in 2014 in Dallas, Texas, 2016 in Indianapolis, Indiana, and Atlanta, Georgia in 2018. One of our greatest challenges at TECS is increasing and maintaining academic growth for all of our students. Our middle school students (6-8) were successfully performing at or above the state average on DCAS, but our challenge is now moving our elementary and middle students to perform at the same level on Smarter Balanced. Although we have seen growth in our academic performance in our elementary grades, we are still below our target. We need to see more consistency in the growth of our scores from year to year. In our analysis, we have found that our elementary students are less likely to enroll in after-school, Saturday school and/or summer school programs due to their increased dependency on their parents/caregivers. An additional challenge we face is that our students live in communities in which there is a high rate of crime, poverty, and at-risk behavior. Despite these challenges, we maintain the belief that each and every one of our students can and will be successful as long as the adults in our school care enough not to give up on them. To support our students, we have implemented the following: Increased support for teachers and students from our math and literacy coaches, increased planning time for PLC, after-school tutoring, extended school day and school year, summer enrichment programs, AimsWeb Assessment, DreamBox, a Family Crisis Therapist, Behavioral Health Consultant, and a School and Family Coordinator. One of our major goals is to retain our new teachers and Teach for America Corps members longer than their initial two-year commitment. Although we have found some success with extending that commitment to three years for some teachers, we would like all of our teachers to stay a minimum of 5 years at TECS and remain in Delaware to continue servicing Delaware's most at-risk students. We understand that struggling students need consistent and strong leadership, administrators, parents and teachers to be successful. Finally, TECS is focused on increasing the level of parental involvement and engagement in our school. We have a large number of parents who attend our report card conferences, Back to School Night, Math Night, and Reading Night, but there are still a considerable amount of parents who struggle to take an active role in the education of their children. Although, we understand the issues in the community affect some of our parents and their ability to be involved at a high level, we know we must support them in supporting their children and their education.



For over 22 years, TECS has provided a reliably solid educational option for low-income students of color. With over 95% of our student population identifying as African American and over 80% belonging to economically disadvantaged families, TECS has provided a safe, supportive learning environment in which students are held to high expectations for what they are capable of accomplishing academically. Our graduates typically attend some of Delaware’s best public and private high schools on full academic scholarships. Our model is rooted in the deep, authentic relationships that TECS employees have built and maintained with our students and families. These relationships proved to be the foundation that our students needed to persevere throughout the last two and a half years during the pandemic.

Our school and community were impacted disproportionately by the ravages of the pandemic. Shaky access to testing, health care, and vaccines affected the academic success and emotional well-being of our students. Before March 2020, TECS was an example of a school that was not only meeting the needs of its students, but was also holding students accountable to elevated levels of academic and personal success. For almost two years, the pandemic caused our students to be out of the school building on an intermittent basis due to school closures, periodic quarantines, and general unease regarding the unknown longitudinal effects of contracting Covid-19.

Prior to the pandemic, our middle school students consistently performed academically at or above the state average on the Smarter Balanced Exam. During the pandemic, our middle school students struggled to maintain their prior levels of academic performance on SBAC, and our elementary students struggled even more. We serve a large number of students who experience adversity in the form of poverty, homelessness, food insecurity, learning obstacles, and lack of health care, which produces stress that affects learning and behavior. Now that we have resumed a more traditional school schedule and (hopefully) will be able to provide a consistent haven from the assorted traumas of daily life, our goal is to provide additional support for our students to bounce back from the hardships associated with/from the pandemic. Students need the support and security of school to feel safe and to have their basic needs (e.g., shelter, food, clothing, medical care, and protection from harm) met in order to be successful.

Maintaining the principle of educating the whole child, programs and student opportunities were put into place to ensure that all students have access to a well-rounded education —both in and out of the classroom. We implement the Franklin Covey “Leader in Me” program, which allows students to learn and practice leadership skills, goal-setting, time management, teamwork, problem-solving, respecting diversity, and life balance. Our National Championship Chess Team and the First Move chess program helps students develop their critical thinking, problem-solving, and decision-making skills.

We have moved forward with implementing a flexible system of supports to address the academic, mental health, and social-emotional needs with which our students have presented since returning to school. The provision of these supports reflects a whole-school approach to whole-child development that maximizes opportunities for all children to succeed.

Q21. Performance Agreement Academic Performance Expectations Thomas A. Edison's 2016-17 overall academic ratings are: **Approaching Standard**

- Academic Achievement: Needs Improvement
- Growth: Approaching Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Needs Improvement

By September 2022, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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. Thomas Edison earned a rating of “well below standard” on the Academic Performance Framework.

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

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	Student achievement remains our primary goal at TECS and we are proud of the growth we have seen in our students and across our school. Our elementary students out-performed similar schools in the City of Wilmington on SBAC while our middle school students out-perform most similar schools on SBAC across the state. Our culture of support and high expectations for both our staff and our students coupled with our rigorous and challenging curriculum has been a major leverage point. We have incorporated benchmark testing for ELA and Math to monitor growth and provide support where needed. In addition, our use of the Teaching Excellence Framework has allowed us to offer coaching and support to teachers through consistent and authentic feedback after classroom observations, thus increasing teacher efficacy and student engagement.



While TECS did not earn a “meets standard” rating on the Academic Performance Framework, we had — prior to the pandemic — demonstrated consistent growth in our performance and in ensuring strong outcomes for students. Our students live in the communities that were most adversely affected by the worst of the pandemic; to the extent that educational disruptions, inconsistency, illness, economic dislocations, exacerbation of preexisting conditions due to the lack of health care capacity, and mental health issues were universal, those issues were felt more acutely among our students and families. We attribute our SBAC data, in significant measure, to those challenges, and we fully expect to meet standards on the Academic Performance Framework moving forward.

2.2. Academic Achievement

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency – ELA	29.86%	75	22	14.73%	75	11
Proficiency – Math	11.24%	75	8	3.14%	75	2

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. The school was rated as “well below” in 2017 – 2018 and in 2018-2019.

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>



<p>School Comments 2018-2019</p>	<p>TECS has consistently outperformed similar schools in the state with regard to academic growth in both Mathematics and English Language Arts. We believe that growth is a critical indicator as it shows that our students are progressing at an above average rate – necessary for those students who began their TECS career 1-3 years below grade level which is typical of a majority of our Kindergarten students and even more so for those who transferred to TECS from another school. 2 Explanations: 1. Our observation and feedback model has led to an increase in the quality and quantity of instructional coaching sessions our teachers receive, thus resulting in quicker and more immediate improvement of our individual and collective instructional practices. This provides our leadership team a stronger sense of our school's instructional successes and gaps which has informed our training and support of teachers. 2. The use of the Teaching Excellence Framework has set a high bar of instructional excellence for our teachers. This has caused a positive shift in how our teachers think about instruction, and how we use professional development and professional learning communities to both enhance the skillset and repertoire of our teachers and to leverage our teachers' talent and expertise across the school. 2 Root Causes: 1. As previously mentioned, a large majority of our new students enter TECS between 1-3 years below grade level. Due to this issue, we have had to prioritize remediation for our students while trying to effectively balance sufficient academic progress and grade level rigor. This has led to strong growth results (although less than desired) and lower proficiency scores. 2. Teacher Retention dropped from an average of 82.5% in the two years spanning 2012- 2014 to an average of 71.5% in 2015-2017. This led to both a lack of inconsistency in our instructional delivery but also an increase in the number of novice teachers who needed significant time to learn our academic approach and the strategies to successfully engage our students.</p>
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Our Academic Achievement rating is not where we would like it to be. We have lots of work ahead of us. The last two and a half years have been extremely challenging, overwhelming and stressful for students, families, and educators. We have continued to support all our students and teachers, but we underestimated the lingering impact the pandemic would have on students' social-emotional well-being and academic performance.

One of our greatest challenges at TECS is increasing and maintaining academic growth for all of our students. Prior to the pandemic, our middle school students (6-8) were successfully performing at or above the state average on SBAC, but our challenge is now moving our elementary and middle students to perform at the same level on Smarter Balanced. Although we have seen growth in our academic performance in our elementary grades, we are still below our target. In our analysis, we have found that our elementary students are less likely to enroll in after-school, Saturday school and/or summer school programs due to their increased dependency on their parents/caregivers. An additional challenge we face is that our students live in communities in which there is a high rate of crime, poverty, and at-risk behavior.

Q23.Expected outcomes for Academic Achievement

<p>School Comments 2020-2021</p>	<p><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></p>
<p>School Comments 2019-2020</p>	<p><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></p>
<p>School Comments 2018-2019</p>	<p>Our goal is to increase our achievement to at least meet the state average in all categories within the 5-year term of our charter renewal. We need to see more consistency in the growth of our scores. While we know that this is a lofty goal, considering the starting gaps of many of our students, we are committed to learning from our successes, our challenges, and the successes of others to continue to improve our instructional delivery and our academic results. By focusing on strong student retention, we expect fewer new students in our upper grades and thus less time spent on remediation of our adolescents. Additionally, by focusing on strong staff retention, quality professional development, and strong professional accountability measures, we expect the expertise of our staff and their knowledge of our students, effective instruction, and the TECS academic model to have a strong impact on our success throughout the next five years. Specifically, we plan to focus on the following initiatives in order to meet our expected academic achievement outcomes:</p> <ul style="list-style-type: none"> • More consistent planning with general and special education K-6 teachers on a regular basis • Instruction always specifically designed based on IEP and student needs • Differentiated instruction implemented at varying levels in grades K-3 • Consistent progress monitoring and follow up • Consistent meetings to discuss student data, progress, and interventions <p>· Feedback from classroom visits and assessment data inform instruction 100% of the time</p>



In terms of our standing on the Academic Performance Framework, we expect to meet or exceed the statewide percentage of all students testing at proficient levels on year-end ELA and Math assessments at each grade level. A close analysis of our SBAC Similar Schools data shows that TECS students tend to start well behind their peers but narrow (and even reverse) proficiency gaps by the time they complete our program. For example, whereas our Grade 3 students start out 20 percentage points behind the state average for African American students, by the time they reach Grade 7 they are outperforming their demographically similar peers across the state. In Grade 8, our students outperform African American students from across Delaware by seven percentage points. While proficiency rates for African American students across the state tend to remain stagnant from Grade 3 to Grade 8 in ELA, our proficiency rates increase by 29 percentage points, demonstrating that we are moving the needle with a student group that is not making similar progress elsewhere. While our proficiency rates in Math are consistent from Grade 3 to Grade 8, the proficiency rates for African American students across the state tend to decline year-over-year (from 23% in Grade 3 down to 11% in Grade 8). Accordingly, the proficiency gap between TECS students and African American students across the state decreases from 16 percentage points in Grade 3 to 3 percentage points in Grade 8. We manage to achieve these results without any entry criteria or selective admissions programs, further setting us apart from peer schools serving similar concentrations of low-income students of color.

Q24. Progress measures to track expected Academic Achievement outcomes

<p>School Comments 2020-2021</p>	<p><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></p>
<p>School Comments 2020-2021</p>	<p><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></p>
<p>School Comments 2018-2019</p>	<p>The school will measure progress in the following ways:</p> <ul style="list-style-type: none"> • Academic knowledge and retention through interim assessments • Instructional efficacy through monthly lesson observation and coaching and periodic school learning walks • Observations of teacher and PLC meetings • Regular review of progress monitoring documents and implementation of action steps <p>• Quarterly progress check of impact of staff accountability plan</p>

TECS will use interim assessments in Math and ELA to assess student learning trajectories and evaluate the extent to which we are on track to achieve our Academic Achievement outcomes. Among the tools we will use are

- DIBELS (K-6 ELA)
- Acadience Reading (7-8 ELA)
- Achieve 3000/McGraw Hill (6-8 ELA)
- Freckle by Renaissance (K-8 math)
- SBAC interim assessments

On a monthly basis, our leadership team will convene to assess our data, identify trends and create comprehensive action plans to address the root causes of student outcomes and to ensure we are on track to meet expectations. The board will also be apprised of student achievement measures on at least a quarterly basis, ensuring another level of accountability throughout the year.

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.

Student achievement remains our primary goal at TECS. We realize our students are not where we need them to be and the pandemic has set our students back academically and emotionally. We believe our culture of support and high expectations for both our staff and our students coupled with our rigorous and challenging curriculum will be a major leverage point in the years to come. In addition, we are piloting the Delaware Teacher Growth and Support System (DTGSS) which allows us to offer coaching and support to teachers through consistent and authentic feedback after classroom observations, thus increasing teacher efficacy and student proficiency and engagement.

Root Causes of Student Underperformance

- Covid-19 and pandemic-related issues—learning loss
- One challenge we face is that our students live in communities in which there is a high rate of crime, poverty, and at-risk behavior
- Students come to TECS 1-3 years below grade level ,which is typical of our kindergarten students and even more so for those who transferred to TECS from another school
- Dependence of our elementary students on private transportation from their families and their familial responsibilities as older siblings has led to those students being less likely to enroll in our after-school programs, Saturday school, and/or summer school programs
- Inconsistent lesson planning with general and special education K-3 teachers
- Lack of consistency in the implementation of differentiated instruction in grades K-3
- Inconsistent fidelity to school systems: progress monitoring, student intervention meetings and DDI structure to inform instruction at all times

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



It goes without saying that our ultimate Student Achievement objective is for all students, at each grade level, to meet or exceed state standards. While we understand we have a ways to go in order to accomplish that objective — given both the incoming proficiency levels of our students and the gaps that have compounded over the past several years due to circumstances beyond our control — we believe that we have the programming in place to achieve this goal over the next five years. In order to do so, we will take the following steps:

- Increase mental health and SEL supports and interventions
- MTSS instruction, data tracking, implementing academic supports
- After-school program and Saturday Academy for additional remediation
- Strengthened, curriculum-aligned professional development for teachers
- Renewed attention to recruiting, developing, and retaining high-quality educators

We have a strong focus on instructional and leadership excellence evidenced by our Professional Development sessions on growth mindset, resilience, trauma-informed instruction, guided reading, differentiated instruction, and leadership development for both students and staff. We also believe in maximizing increased time on task through after school programs, Saturday School Academies, and our highly popular summer program.

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.

We will measure progress to determine whether we are on track to meet expected Academic Achievement outcomes in the following ways:

- Administer interim assessments (DIBELS, Acadience Reading, Freckle, Achieve 3000, SBAC Interim Assessments) and hold monthly data meetings to assess progress and identify root causes
- DTGSS teacher observations
- Instructional efficacy through monthly lesson observation and coaching and periodic school learning walks
- Observations of teacher and PLC meetings
- Regular review of progress monitoring documents and implementation of action steps
- Quarterly progress check to monitor the impact of our staff accountability plan

2.3. Academic Progress

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency - Science	N/A	N/A	N/A	4.33%	25	1
Proficiency - Social Studies	N/A	N/A	N/A	9.35%	25	2
Growth - ELA	61.44%	75	46	N/A	N/A	N/A
Growth - Math	41.32%	75	31	N/A	N/A	N/A
Growth of Highest Quartile - ELA	49.60%	12.5	6	N/A	N/A	N/A
Growth of Highest Quartile - Math	36.46%	12.5	5	N/A	N/A	N/A
Growth of Lowest Quartile - ELA	65.51%	12.5	8	N/A	N/A	N/A
Growth of Lowest Quartile - Math	44.43%	12.5	6	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. Thomas Edison earned an "Approaching Standard" rating in 2017-2018 and a "Well Below Standard" rating in 2018-2019.

Q28.School's Academic Progress 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	<p>TECS has consistently outperformed similar schools with regard to academic growth in both Mathematics and English Language Arts. We believe that growth is a critical indicator as it shows that our students are progressing at an above average rate – necessary for those students who began their TECS career 1-3 years below grade level which is typical of a majority of our Kindergarten students and even more so for those who transferred to TECS from another school. 2 Explanations:</p> <ol style="list-style-type: none"> 1. Our observation and feedback model has led to an increase in the quantity of instructional coaching sessions our teachers receive, thus resulting in quicker and more immediate improvement of our individual and collective instructional practices while also providing our leadership team a stronger sense of our school's instructional successes and gaps which has informed our training and support of teachers. 2. The use of the Teaching Excellence Framework has set a high bar of instructional excellence for our teachers. This has caused a positive shift in how our teachers think about instruction, and how we use professional development and professional learning communities to both enhance the skillset and repertoire of our teachers and to leverage our teachers' talent and expertise across the school. <p>2 Root Causes:</p> <ol style="list-style-type: none"> 1. As previously mentioned, a large majority of our new students enter TECS between 1-3 years below grade level. Due to this issue, we have had to prioritize remediation for our students while trying to effectively balance sufficient academic progress and grade-level rigor. This has led to strong growth results (although less than desired) and lower proficiency scores. 2. Teacher Retention dropped from an average of 82.5% in the two years spanning 2012-2014 to an average of 71.5% in 2015-2017. This led to both a lack of consistency in our instructional delivery but also an increase in the number of novice teachers who needed significant time to learn our academic approach and the strategies to successfully engage our students.

Although growth measures became considerably more difficult to track during the pandemic thanks to the suspension of state assessments and the consequent lack of baseline data against which to measure progress, TECS has consistently outperformed statewide growth averages in ELA and Math. Given the deficits with which our students frequently present upon entry into the TECS system, we place primary emphasis on growth, ensuring students move incrementally closer to proficiency as they near high school. Our students — even those in kindergarten and especially those who transfer in from schools less equipped to meet their needs — generally enter our system 1–3 years below grade level.

Q29.Expected outcomes for Academic Progress for all students

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	<p>Our goal is to exceed expectations for academic growth within the 5-year term of our charter renewal. While we know that this is a lofty goal, we are committed to continuing to learn from our successes our challenges, and those of others to continue to improve our instructional delivery and our academic results. We need to see more consistency in the growth of our scores. By focusing on strong student retention, we expect fewer new students in our upper grades and thus less time spent on remediation of our adolescents. Additionally, by focusing on strong staff retention, we expect the expertise of our staff and their knowledge of our student and the TECS academic model to have a strong impact on our success throughout our next renewal term.</p>

TECS has established two principal goals within the Academic Progress domain. First, we will meet or exceed expectations for Academic Progress. Second, we will show consistent improvement on each of the six relevant growth measures.



Q30. Progress measures to track Academic Progress 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	TECS will use interim assessments in Math and ELA to assess academic growth of our students and the extent to which TECS is on track to meet its expected Growth outcomes. On a quarterly basis, our leadership team will convene to assess our data, identify trends and create comprehensive action plans to address our root causes and meet our expectations.

TECS will use interim assessments in Math and ELA to assess student learning trajectories and evaluate the extent to which we are on track to achieve our Academic Progress outcomes. Among the tools we will use are

- DIBELS (K-6 ELA)
- Acadience Reading (7-8 ELA)
- Achieve 3000/McGraw Hill (6-8 ELA)
- Freckle by Renaissance (K-8 math)
- SBAC interim assessments

On a monthly basis, our leadership team will convene to assess our data, identify trends and create comprehensive action plans to address the root causes of student outcomes and to ensure we are on track to meet expectations. The board will also be apprised of student progress measures on at least a quarterly basis, ensuring another level of accountability throughout the year.

Q31. The table above lists the school's available Academic Progress 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.)

Prior to the onset of the pandemic, TECS's Academic Progress data was trending in the right direction. While the majority of our students had not yet reached proficiency (due to primarily to the depth of learning deficits with which students enter our system), our population of low-income students of color generally made strides toward grade-level achievement while matriculating through our elementary and middle school programs. The root causes of the challenges we have experienced as a school community are threefold:

- (1) The dislocations associated with the pandemic (educational disruptions, inconsistent learning modalities, disconnected students, compounding learning loss, economic hardships, healthcare complications, etc.);
- (2) Trauma associated not only with the pandemic but with preexisting stressors that Covid amplified; and
- (3) A curricular program that has evolved to become more rigorous, more student-centered, more standards-aligned, and better supported by professional learning opportunities for teachers.

Q32.b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?

TECS intends to improve the academic progress for all students by providing targeted support to help students acquire the skills they need to get back on level and above. We will track the data weekly and monitor progress to ensure deficiencies are addressed quickly. Specifically, we plan to take the following steps to meet our expected Academic Progress outcomes:

- Provided more consistent co-planning opportunities with general and special education teachers;
- Tailor instruction based on student needs as identified through routine and ongoing data analysis;
- Differentiate instruction at all grade levels;
- Evaluate efficacy of curriculum on a routine and ongoing basis;
- Leverage DOE materials and communities of practice to ensure teachers have access to high-quality materials and learning opportunities
- Hold PLC meetings to discuss student data, progress, and interventions
- Conduct regular classroom observations to ensure instruction is routinely rooted in best practices (DTGSS)



Q33.c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.

We will measure progress to determine whether we are on track to meet expected Academic Progress outcomes in the following ways:

- Administer interim assessments (DIBELS, Acadience Reading, Freckle, Achieve 3000, SBAC Interim Assessments) and hold monthly data meetings to assess progress and identify root causes
- DTGSS teacher observations
- Instructional efficacy through monthly lesson observation and coaching and periodic school learning walks
- Observations of teacher and PLC meetings
- Regular review of progress monitoring documents and implementation of action steps
- Quarterly progress check to monitor the impact of our staff accountability plan

2.4. School Quality/ Student Success

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
On-Track Attendance	87.05%	50	44	64.86%	50	32
Proficiency - Science	N/A	N/A	N/A	N/A	N/A	N/A
Proficiency - Social Studies	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 2017-2018 and 2018-2019, Thomas Edison achieved a rating of "Exceeds Expectations".

Q34.School's School Quality/ Student Success 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	We earned 44 out of 50 points for chronic absenteeism for a value of 87.05%. We will continue to be committed to excellent student attendance at Thomas Edison.

Our on-track attendance rating dipped in 2021–22. Relative to other schools serving similar demographic populations, we are pleased with how effectively we managed to remain in contact with students and families at the height of the pandemic. Nevertheless, we were not immune from the larger forces that caused chronic absenteeism to spike during the pandemic, both during periods of distance and hybrid learning and then after in-person learning resumed. Reengaging students who disconnected when schools first closed has been a daunting challenge, particularly in communities such as those served by TECS.

Q35.Expected outcomes for School Quality/ Student Success

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>
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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	We will continue to be committed to excellent student attendance at Thomas Edison.

With the pandemic ostensibly having abated, we anticipate our average daily attendance rates to increase and our chronic absenteeism rate to decline. Our goal is to demonstrate year-over-year improvements in these categories and to achieve a 'Meets Target' rating on the On-Track Attendance measure within the School Quality/Student Success domain.

Q36. Progress measures to track School Quality/ Student Success

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	We will continue to be committed to excellent student attendance at Thomas Edison.

We diligently monitor daily attendance, assess which students are nearing key absenteeism thresholds, and implement tiered intervention plans for students and families facing barriers to consistent presence in school.

Q37. The table above lists the school's available School Quality/ Student Success 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.)

- (1) As has been the case with schools across the country, both in low-income communities of color and in affluent suburban settings, the pandemic caused uncharacteristic spikes in absenteeism at TECS.
- (2) The manner in which TECS prioritizes student culture has allowed us to maintain strong attendance rates. By providing a safe and supportive school environment that serves as a haven from the assorted hardships that pervade our students' daily lives, we make our school a place that students want to be.
- (3) We prioritize parent communication in order to identify and mitigate barriers (transportation and otherwise) that might affect our on-track attendance numbers.

Q38.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?

With the pandemic ostensibly having abated, we anticipate our average daily attendance rates to increase and our chronic absenteeism rate to decline. Our goal is to demonstrate year-over-year improvements in these categories and to achieve a 'Meets Target' rating on the On-Track Attendance measure within the School Quality/Student Success domain.

To achieve these outcomes, we will continue to prioritize making our school an oasis of calm and consistency for our students. We have moved forward with implementing a flexible system of supports to address the academic, mental health, and social-emotional needs with which our students have presented since returning to school. The provision of these supports reflects a whole-school approach to whole-child development that maximizes opportunities for all children to succeed.

Q39.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.

We diligently monitor daily attendance, assess which students are nearing key absenteeism thresholds, and implement tiered intervention plans for students and families facing barriers to consistent presence in school.

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, Thomas Edison 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>Not applicable</i>
School Comments 2019-2020	<i>Not applicable</i>
School Comments 2018-2019	<i>Not applicable</i>

Not applicable.

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

School Comments 2020-2021	<i>Not applicable</i>
School Comments 2019-2020	<i>Not applicable</i>
School Comments 2018-2019	<i>Not applicable</i>

Not applicable.

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

School Comments 2020-2021	<i>Not applicable</i>
School Comments 2019-2020	<i>Not applicable</i>
School Comments 2018-2019	<i>Not applicable</i>

Not applicable.

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.)

Not applicable.

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?

Thomas Edison does not anticipate enrolling English learners in sufficient numbers to establish formal ELP goals. Nevertheless, we continually strive to ensure that our academic program is sufficiently differentiated to meet the needs of all students including those for whom English is not a primary language. The measures we take to evaluate the efficacy of our curriculum, our instructional approach, and our professional development offerings encompass an assessment of whether they are supporting language acquisition for students with a diverse set of needs.

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.



Not applicable.



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?

M

Mission	Measure	Meets Standard
The mission of the Thomas A. Edison Charter School is to provide a world-class education to students despite race, gender, and socio-economic status. In compliance with 14 Del. C., §501, Thomas Edison Charter School intends "to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community."	Achieve3000 Lexile scores Strategic Teaching and Evaluation of Progress (STEP) testing"	70%-100% of students will reach their Lexile growth goal or 2 or more STEP levels on a per grade basis. (STEP – Grades K-3, Achieve3000 – Grades 4-8)

DOE Summary:

Due to COVID-19, Thomas Edison was not able to track its Mission Specific measure in SY 19/20 and SY 20/21. The most recent data was from SY 18/19 and 43.5% students met the goal which 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	Due to the COVID-19 pandemic and the closure of school for the majority of school year 2020-2021, we were unable to complete our benchmark and end of year testing.
School Comments 2019-2020	Due to the COVID-19 pandemic and the required closure of schools, we were not able to complete our spring testing. Therefore, we did not meet our Mission Specific Goal for the 2019-2020 school year.
School Comments 2018-2019	Thomas Edison Charter School is approaching standard with 45.3% of our students meeting the goal.

Due to the continued impact and challenges of COVID-19, TECS did not meet our mission-specific goal for the 2021-22 school year. Student and staff absences due to quarantine were just one of the challenges we faced last year.

While we intend to revise our mission-specific goal during our upcoming charter term, we will continue to work with our administration, coaches, teachers, and support staff to meet any and all goals in 2022-23 and in the years to come. Specifically, TECS intends to provide high-quality, relevant professional development opportunities to staff on instructional strategies, MTSS, and the social-emotional well-being of our students.



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 Evidence :


Mission-Specific Goal Data Response.d...

Uploaded on 9/22/2022 by Benjamin

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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	
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard
2020-2021	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2021-2022	M	M	AS	M	M	M	M	M	M	M	Meets Standard

DOE Summary:

Thomas Edison earned overall ratings of "Meets Standard" for the past three years of its current charter term. Thomas Edison has meet each indicator, each year, with the exception on "Students with Disabilities" in 2020-2021.

Q48. School's organizational performance over the 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	TECS has met the standard in every area.
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TECS achieved an overall rating of 'Meets Standard' during each year of its charter term.

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

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	TECS has met the standard in every area.

TECS continues to demonstrate operational soundness and organizational viability across a range of key indicators. Our sound policies, clear lines of accountability, strong internal communication, and multiple levels of oversight ensure that we are set up to deliver our rigorous and supportive instructional program. We anticipate continuing to use strong leadership, governance, and accountability practices to make responsible decisions, implement our model with fidelity, reach our programmatic goals, and satisfy our compliance requirements.

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

School Comments 2020-2021	<p>1. Education Program</p> <p>Measure 1c. Students with Disabilities</p> <p>We are engaged in a Corrective Action Plan with DDOE</p>
School Comments 2019-2020	School comments for SY 2019-2020 can be found at: https://www.doe.k12.de.us/Page/2654 (https://www.doe.k12.de.us/Page/2654)
School Comments 2018-2019	School comments for SY 2018-2019 can be found at: https://www.doe.k12.de.us/Page/2654 (https://www.doe.k12.de.us/Page/2654)

On Education Program Measure 1a (Mission Fidelity), we received a rating of 'Approaching Standard' in 2021–22. As elaborated upon below in our response to Question 53, TECS is proud not to have lowered our expectations for what our students are capable of accomplishing despite the pandemic making it difficult for us to provide the type of consistency they would need to achieve our ambitious academic goals.

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.)

Thomas Edison earned an overall rating of 'Meets Standard' during each year of its charter term.

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

TECS has maintained governance, staffing, student-service, and safety and security practices that ensure strong organizational outcomes. Throughout the current charter term, and over the course of the upcoming term, TECS will continue to monitor organizational outcomes at the staff, leadership, and board levels and will consider making any necessary adjustments when it reasonably appears as though improvements are needed.

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

We achieved an 'Approaching Standard' rating on the Students with Disabilities measure in 2020–21 and on the Mission Fidelity measure in 2021–22.

With respect to the former, TECS unwittingly found itself out of compliance with an initial speech evaluation on account of communication challenges with both the parent and the speech therapist. We entered into a Corrective Action Plan with the Department of Education, strengthened our professional development and tracking practices (see Q57) and met the standard in 2021–22.

With respect to the latter, TECS students did not hit the STEP or Achieve3000 growth targets enshrined in our mission-specific goals in 2021–22. The exigencies of the pandemic made it difficult to administer the assessments and to collect reliable data, but we nevertheless felt obligated to maintain a high bar for our students and to report candidly about how the disruptions of the past several years have stunted our students' progress. With a resumption of full-time, in-person learning and an ability to more reliably provide both rigorous instruction and wraparound supports, we anticipate meeting this standard in 2022–23 and beyond.

Q54.Performance Agreement Organizational Performance Expectations Thomas A. Edison Charter School's 2016-17 overall Organizational rating is "Approaching Standard." By September 2022, our expectation is to achieve the overall rating of "Meets Standard," 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.

DOE Summary:



Thomas Edison has been rated as “Meets Standard” overall in the last three years of the charter term.

School Comments 2020-2021	TECS has met the standard in every area under Governance and Reporting.
School Comments 2019-2020	The school did not provide a response.
School Comments 2018-2019	TECS has met the standard in every area on the organizational Performance Agreement.

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

By achieving an overall rating of 'Meets Standard' during each year of our charter term, TECS has satisfied the organizational targets set forth in our approved Performance Agreement.

3.3. Educational Program

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

TECS has continually used student performance data to assess the viability of its curriculum. We routinely evaluate the quality of the materials we are placing in front of children and making appropriate modifications to our instructional program based on what we believe to be in the best interests of children. As outlined in Appendix 2, we have implemented a number of curricular shifts in 2022–23 in response to student outcomes and feedback from teachers and in order to remain aligned with Delaware’s evolving state standards. Specifically, we have contacted the Science Resource Center and ordered kits from the Delaware Science Coalition’s Approved Kit Rotation for use in the 2022–23 school year. As we work to fully embrace the profound shifts occasioned by the adoption of NGSS, we are striving to phase out all lesson activities that rely on a traditional mode of instructional delivery and to replace them with lessons that allow students to make sense of their learning. We are also consistently reviewing science lesson plans and looking for ways to infuse student discovery into the learning process.

To ensure alignment with the new ‘through assessment’ system for social studies, TECS has joined the Social Studies Coalition of Delaware. Teachers will use the re aligned standards as learning goals. As the new standards take effect, TECS will utilize the model lesson materials provided in the realigned, grade-specific Schoology groups for Grade 4: U.S. History and Civics (1491-1787), Grade 5: Economics and Geography, Grade 6: World Geography, Grade 7: Economics and Civics, and Grade 8: U.S. History (1783-1877).

Through conversations with the DOE’s Education Associates, we have reviewed and updated our Music, Physical Education, and Health curricula to ensure ongoing alignment with prevailing state standards.

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 EQuIP 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 Evidence :


TECS Appendix 2 (Final).zip

Uploaded on 9/18/2022 by Benjamin Feit

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

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

During the 2019–20 school year, one TECS student was evaluated outside the statutory timeline. In response to a finding of noncompliance, we made two key changes to strengthen our organizational performance. First, we provided professional development to all special education teachers and related service staff on timely evaluations and on what to do when a parent fails to show up or respond to an eligibility meeting. Second, we began to implement a weekly meeting spreadsheet that allowed our Special Education Coordinator to easily view and communicate between related service staff and school personnel. This ensured that related service providers were able to share updates on where things stood with respect to their evaluations in order to strengthen collaborative efforts to improve timeliness.

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.

TECS has developed a Student Support Team that meets every 2 weeks to review MTSS data and student referrals. TECS has also implemented Tier 3 interventions and screenings to support students in all areas (academics, behavior and social-emotional) to determine student needs and direct them to the appropriate resources for success.

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.

As a threshold matter, TECS determines if a student is a potential ELL student by administering the Home Language Survey, which looks at the primary language used in the home, the language most often spoken by the student, and the language the student first acquired. We then review the HLS results to determine if the student may have a primary or home language other than English and, consequently, may be an English Learner. If one or more responses to the questions on the HLS indicate a language other than English, the student is given the WIDA Screener within 25 days of enrollment. If a student is identified as an EL, we administer the ACCESS 2.0 assessment in addition to the screener. All screened students are entered into the State EL Database. Students identified as English Learners receive services through a contracted provider (Back to Basics) until they test at proficient levels on the ACCESS 2.0 assessment.

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.



The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom (Tier 1) in all areas (academic, behavioral, and social-emotional skills). Interventions for Tier 2 and Tier 3 are selected for academic, behavioral and social-emotional skills which are of high quality, evidence-based and aligned with the State’s appropriate content standards. Our struggling learners are provided with Tier 3 interventions at increasing levels of intensity to accelerate their rate of learning. These services will be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress will be closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

After six to eight school weeks of Tier 3 intervention, the problem-solving team conducts a review to determine whether additional assessments are required, whether changes to Tier 3 academic or non-academic methods are required, or whether the student should be referred for an initial evaluation for special education.

In Math, we administer the STAR Math assessment three times annually. Each student receives a Fall, Winter, and Spring benchmark score. Teachers, coaches, and administrators hold monthly data meetings to assessment the impact of instruction on student growth. Concepts that students appear to be having a difficult time mastering are spiraled back into the curriculum through thoughtful ‘reteach’ plans. Students whose benchmark scores identify them as needing Tier 2 interventions receive biweekly monitoring, while students in Tier 3 have their data monitored on a weekly basis. All students receive differentiated instruction via DreamBox, Freckle, or Zearn daily. Tier 3 students receive daily small-group instruction for 30 minutes using Bridges Intervention.

In ELA, our MTSS process consists of the following components:

Component 1: Benchmark Screening

- DIBELS Assessment: Fall, Winter, Spring (Acadience Reading 7–8 for students in Grades 7–8)

Component 2: Diagnostics

- Data meetings after each Benchmark Screening to track and analyze all students
- Data meetings for Tier 2 & Tier 3 students after 6-week cycles of intervention

Component 3: Evidence-Based Interventions

- Tier 2:
 - Students receive 15 minutes per day of additional intervention support (push in, small group, or individual) to meet their targeted needs
- Tier 3:
 - Students receive 30 minutes per day of small group intervention to meet their targeted needs
- Interventions Used:
 - Leveled Literacy Intervention (LLI)
 - Achieve3000

Component 4: Progress Monitoring

- DIBELS
- Tier 2 & 3: Biweekly monitoring

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	M	M	M
2021-2022	M	M	M



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).

TECS school leadership is directly accountable to the school's Board of Trustees. In general, the board holds leadership accountable for (a) the school's overall academic performance, (b) achievement of the school's enrollment targets, and (c) successful management of the board-approved school budget. At each monthly board meeting, the school leader delivers a report that includes progress toward key school-level targets (academic, operational, financial, etc.), and those reports are reviewed and approved by the board. At the close of each year, the board conducts a formal school leader evaluation based on goals and performance targets jointly established at the school year's outset. All board members contribute to the evaluation process, with the final report being delivered and reviewed by the board chair.

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.

In our 2017 renewal application, we pledged to "rededicate ourselves to ensuring that we have a high-functioning board that is providing the right type of support and oversight of TECS." That commitment was a result of an honest reckoning with some of the governance shortcomings that had plagued the school during the prior term. In the intervening five years, we have taken a multitude of steps to honor that pledge. As a threshold matter, we have allowed terms to expire for trustees whose governance practices were not aligned with the overall mission of the school. Our current board has a strong commitment to honor the pledge. The members were chosen with great intention; we prioritized diversity (of background, experience, and skill sets) within the board. They have also committed themselves to attending any and all required trainings. When the school leader brings a need to the board, and substantiates that need with evidence, we work to find solutions that ensure the school has what it needs to position teachers and students for success. During the upcoming term, the board will conduct an annual self-evaluation to ensure it is discharging its governance duties in a manner that ensures the school will meet its academic, organizational, and financial performance targets.

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

Incoming board members receive a complete Board Manual that includes all policies and relevant information. All board members complete required trainings and attend governance workshops provided through the Delaware Alliance for Nonprofit Advancement. Furthermore, we actively engage with the Delaware Charter Schools Network to ensure we are remaining apprised of best practices in charter school oversight and cognizant of any state-level needs, shifts, or priorities that could impact our board's ability to fulfill its oversight responsibilities. Lastly, we budget for and fund board travel to the National Charter Schools Conference for continuing education purposes.

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

TECS is proud to have cultivated a leadership team that has remained intact for an uncommonly long period of time in a sector where turnover is the norm and continuity is elusive. Nevertheless, while we anticipate our current leadership team remaining in place for the foreseeable future, we understand that planning for unexpected transitions is an important board-level responsibility. In the event of a potential vacancy, we would first consider internal candidates; we have impressed upon the current head of school the need to build a deep leadership bench, and we believe that high-potential members of the school's current administrative team would be well-positioned to assume larger responsibilities. The board has taken an active role in supporting the development of internal leadership. The success of this effort has been demonstrated by the promotion to Assistant Principal of John Shelton and Elizabeth Yates over the past several years. To the extent necessary, we would conduct a national search to source leadership talent and ensure the right person is leading our school forward.


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

While we maintain a clear separation between governance and management and do not expect trustees to be actively involved in the day-to-day operation of the school, we do expect board members to be actively involved in the overall life of the school. Board member presence is necessary both to maintain a finger on the pulse of the school and to convey to members of the school community a sense of engagement, accessibility, and dependability. Board members attend Back to School Nights, parent engagement events, and chess team tournaments. The board has also lent in-kind expertise to school operations, providing professional services in their unique areas of expertise that obviate the need to seek costly vendor services in certain areas. The board provided funding to assist with providing teachers well-deserved and much-needed raises. We have also carved out funding to support grant-writing and development activities over the past several years in an effort to ensure sufficient funds are secured for programming that meets student need. Fundraising efforts are aligned with school priorities; rather than seek funding for flashy initiatives that might look good on paper but which detract from the school's ability to focus on its core mission, we seek resources to support the specific needs identified by school leaders.

Q66. Appendix 3: Current Organizational Chart

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

Applicant Evidence :


Appendix 3 - Current Organizational C...

Uploaded on 8/25/2022 by Benjamin Feit


Q67. Complete 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



Resources


TECS Board Financial and Governance ...

Applicant Evidence :


TECS Board Financial and Governance ...

Uploaded on 9/30/2022 by Benjamin Feit

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

DOE Summary:
As of April 25, 2022, Thomas Edison’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	New Board Members are in the process of receiving all necessary training

TECS is in compliance with the state's financial and governance training requirements.

Q69. Please complete 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

Resources


TECS CBOC.xlsx

Applicant Evidence :


TECS CBOC.xlsx

Uploaded on 8/26/2022 by Benjamin Feit

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

DOE Summary:
As of April 25, 2022, Thomas Edison’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.
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TECS is in compliance with the state's Citizen Budget Oversight Committee Membership and Training requirements.

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 Evidence :



Appendix 4 - Board Member Training ...

Uploaded on 9/30/2022 by Benjamin

Feit

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 Evidence :



Appendix 5 - Succession Plans.docx


Uploaded on 9/20/2022 by Benjamin

Feit

Q73. Appendix 6: Current board bylaws

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

Applicant Evidence :



Appendix 6 - Current Board By-Laws.pdf

Uploaded on 8/25/2022 by Benjamin

Feit

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	M
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.

TECS met the Organizational Performance Framework standards from these selected domains during each year of our charter term.

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

Within the Student Rights domain, we encourage and support an active Student Government Association (SGA) that advocates for all our students. SGA meets with the TECS Administrative Team on a monthly basis.


Within the Teacher Certification and Hiring Staff domain, we offer mentoring meetings (1-on-1 and in groups); prioritize recruiting, developing, and retaining teachers from traditionally underrepresented populations, particularly those whose demographics mirror those of our student body; employ a Teacher Intern Program, through which aspiring educators spend a year as an interventionist before assuming a full teaching load; and support our interventionists and paraprofessionals to pursue certification through Grow Your Own partnerships with Relay and ARTC.

Within the Facilities, Transportation, Health & Safety domain, we use the Remind app to notify parents about late-running buses; communicate on a daily basis with our transportation vendor; convene anti-bullying assemblies to build a safe learning environment; use counselors to provide social-emotional support; contract with Delaware Guidance to house a counselor in school; and added a second certified nurse to service our school.

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 :



Appendix 7 - Certificate of Occupancy...

Uploaded on 9/6/2022 by Benjamin Feit

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 Evidence :



Appendix 8 - Fire Inspection Certificate...

Uploaded on 9/6/2022 by Benjamin Feit

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 Evidence :



Appendix 9 - Insurance Certificate.pdf

Uploaded on 8/25/2022 by Benjamin Feit

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 Evidence :


Appendix 10 - ERIP Report.pdf

Uploaded on 9/15/2022 by Benjamin Feit

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
66%	29	44	74.4%	32	43	86%	37	43	50%	22	44

DOE Summary:

Thomas Edison's teacher retention rate has increased each year over the past three years resulting in the retention of all but six teachers in 2020-2021.

Q80. 2021-2022 PERCENT of Teachers RETAINED

50%

Q81. 2021-2022 NUMBER of Teachers RETAINED

22

Q82. 2021-2022 NUMBER of Teachers ELIGIBLE

44

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

School Comments 2020-2021	After analyzing our teacher attrition rates, we have found that the majority of our teachers that leave relocate to other states or to higher paying school districts. We will continue to conduct our yearly summer new teacher induction trainings, participate in the DDOE New Teacher Induction/Mentoring program and provide support through lead teachers and administration.
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School Comments 2019-2020	After analyzing our teacher attrition rates, we have found that the majority of our teachers that leave relocate to other states or to higher paying school districts. We will continue to conduct our yearly summer new teacher induction trainings, participate in the DDOE New Teacher Induction/Mentoring program and provide support through lead teachers and administration.
School Comments 2018-2019	After analyzing our teacher attrition rates, we have found that the majority of our teachers that leave relocate to other states or to higher paying school districts. We will continue to conduct our yearly summer new teacher induction trainings, participate in the DDOE New Teacher Induction/Mentoring program and provide support through lead teachers and administration.

Our plans to monitor and minimize teacher attrition rates revolve around supporting teachers inside and outside of the school. We provide mentoring and support teachers through the DDOE Comprehensive Induction Program for new teachers (Years 1-4). We provide relevant and high-quality professional development, treat our teachers as valued professionals, and acknowledge that they are the most important ingredient in their students' success by celebrating their accomplishments.

We work to build a positive school culture that includes team-building events and staff-building events (e.g., staff outings, pick-me-ups, and celebrations). We work to provide a sense of belonging and a family atmosphere. We understand that representation matters. To that end, we strive to hire teachers from underrepresented groups including black males and teachers from the community in which we are located. Those teachers tend to be heavily invested in the school's success and, as a result, to seek alternative employment opportunities less frequently.

Finally, we prioritize teachers' mental health by working to understand their personal and familial needs and remaining flexible where necessary and appropriate. We limit teacher workload and use PLC time effectively. When possible, we provide financial incentives including bonuses and stipends.

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

School Comments 2020-2021	After analyzing our teacher attrition rates, we have found that the majority of our teachers that leave relocate to other states or to higher paying school districts. We will continue to conduct our yearly summer new teacher induction trainings, participate in the DDOE New Teacher Induction/Mentoring program and provide support through lead teachers and administration.
School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	The Teaching Excellence Framework has allowed us to offer coaching and support to teachers through consistent and authentic feedback after classroom observations, thus increasing teacher efficacy and student engagement. We have a strong teacher leadership team who meets regularly and provides support to help build capacity in our school.

In addition to the PLC system described throughout this application, and in concert with the virtual Pas we have incorporated since the onset of the pandemic (see Q86 below), TECS works with a range of service providers to ensure teachers receive high-quality, relevant, and useful professional development. For example, we have contracted with Research for Better Teaching (RBT) to provide PD on high-quality pedagogical techniques for teachers and staff. We partner with the University of Delaware Professional Development Center for Educators (UD-PDCE) for Bookworms. They provide 18 coaching-days annually for teachers and coaches. And we partner with Great Minds to provide Effective Instruction PD for teachers and Lead Eureka PD for coaches.

A comprehensive, subject-specific breakdown of our approach to professional learning is included in Appendix 2 (Q56).

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.

Our analysis of teacher mobility data has revealed a number of factors associated with teacher attrition. The pandemic caused extreme stress and myriad mental health challenges for educators. While we were fortunate to have had a sizable percentage of our dedicated teachers remain with the school while the pandemic was raging at its most virulent, we did see more significant turnover after the 2021-22 school year when the improving job market and the loosening of restrictions on travel allowed teachers who burned out during the pandemic to leave the profession. Other reasons that teachers may choose to leave include moving out of commuting distance, receiving more lucrative financial offers from neighboring districts (we are located in the Brandywine school district, one of the highest paying districts in the state), and the realization of a poor mission-fit with the expectations associated with teaching low-income students of color.

Our plans to monitor and minimize teacher attrition rates are set forth in our response to Q83 above.

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

As the charter term progressed, we learned to incorporate virtual PDs and asynchronous, on-demand PDs into our repertoire of offerings. During the pandemic, teachers, administrators, and staff came to appreciate how much professional learning can be accomplished virtually. Without having to consider costs associated with travel (including finding coverage for missed instruction) and with scheduling having been made considerably easier, we are now able to access more opportunities, nationally recognized trainers, and programs. We have much more flexibility virtually and can offer a more robust menu of choices to our teachers.

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



We began our charter term utilizing the Teaching Excellence Framework (TEF) for educator evaluations and are now utilizing the Delaware Teacher Growth and Support System (DTGSS). While we have seen growth and progress from our teachers through TEF and benefited from many aspects of the TEF process, we believe that DTGSS is similarly aligned with our values and goals. Accordingly, we have opted to pilot DTGSS this school year. Our Administration and our Instructional Coaches have gone through extensive DTGSS training and are all credentialed observers in DTGSS. We are part of the network of schools who are piloting this evaluation system and have found the resources provided by the state to be extremely beneficial.

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.).**

In the event of a closure or dissolution, TECS will follow state-mandated protocols applicable to all schools that are relinquishing their charters and terminating their operations. Additionally, TECS has adopted supplemental measures to ensure we can fulfill all our financial responsibilities.

The current balance of TECS's contingency reserve funds exceeds, by a significant amount, the aggregate amount of accrued expenses. As of June 30, 2022, TECS had (pending auditor verification), \$10,838,923 in cash on hand. The estimated cost of summer pay obligations, using 2022 as a benchmark, is \$983,980. The estimated cost of a final audit is \$25,860, and the estimated amount of other costs typically incurred by June but paid in July or thereafter is \$655,210.88.

The individuals responsible for handling the school's final closeout activities after closure or dissolution are Salome Thomas-EI (Head of School), Patricia S. Winder (the Chief Financial Officer), and Angela Cortes (the Business Manager).



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	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	AS	M	Meets Standard
2020-2021	M	M	AS	M	M	M	M	M	M	Meets Standard
2021-2022	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

DOE Summary:

Thomas Edison has met standard on the overall financial framework for each of the past three years. The school approached standard in enrollment variance in 2020-2021 and in debt service coverage ratio in 2019-2020.

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

School Comments 2020-2021	TECS has consistently achieved a "Meets Standard" overall rating since 2014. We are confident in our business practices and will continue to utilize best practices to ensure this continued positive trend.
School Comments 2019-2020	TECS has consistently achieved a "Meets Standard" overall rating since 2014. We are confident in our business practices and will continue to utilize best practices to ensure this continued positive trend.
School Comments 2018-2019	TECS has consistently achieved a "Meets Standard" overall rating since 2014. We are confident in our business practices and will continue to utilize best practices to ensure this continued positive trend.

TECS has consistently achieved a "Meets Standard" overall rating on the Financial Performance Framework since 2014. With respect to the single measure on which the school received an 'Approaching Standard' rating (debt service coverage ratio in 2019-20), we immediately made the appropriate adjustments and moved back into the 'met' standard tier the following year. We are confident in our business practices and will continue to utilize best practices to ensure this continued positive trend.

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

School Comments 2020-2021	TECS's Financial Framework overall rating was Meets Standard for 2020-2021. Thomas Edison 's external audit for 2020-2021 was performed by Whisman Giordano & Associates. As in all previous years, an unqualified/ unmodified opinion was received. No material weaknesses or significant deficiencies were identified.
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School Comments 2019-2020	TECS's Financial Framework overall rating was Meets Standard for 2019-2020. Thomas Edison 's external audit for 2019-2020 was performed by Whisman Giordano & Associates. As in all previous years, an unqualified/ unmodified opinion was received. No material weaknesses or significant deficiencies were identified.
School Comments 2018-2019	TECS's Financial Framework overall rating was Meets Standard for 2018-2019. Thomas Edison's external audit for 2018-2019 was performed by Whisman Giordano & Associates. As in all previous years, an unqualified/unmodified opinion was received. No material weaknesses or significant deficiencies were identified.

TECS's Financial Framework overall rating was Meets Standard for 2021-2022. Thomas Edison's external audit for 2021-2022 was performed by Whisman Giordano & Associates. As in all previous years, an unqualified / unmodified opinion was received. No material weaknesses or significant deficiencies were identified.

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	<p><u>1. NEAR TERM INDICATORS</u></p> <p>Measure 1c. Enrollment Variance:</p> <p>Actual Enrollment as of September 30 divided by Authorized Enrollment 2020-2021: 94% (Approaching Standard) (The enrollment variance depicts actual versus authorized enrollment. A school budget is based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.) School Response To Rating:</p> <p>Due to the COVID Pandemic, there was a drop in enrollment for most schools in Delaware. Despite providing remote learning and in-person learning, some families still decided to move to other schools or districts who were in-person full time. We are confident that our enrollment will increase in the next school year.</p>
School Comments 2019-2020	School comments for SY 2019-2020 can be found at: https://www.doe.k12.de.us/Page/2654 (https://www.doe.k12.de.us/Page/2654)
School Comments 2018-2019	School comments for SY 2018-2019 can be found at: https://www.doe.k12.de.us/Page/2654 (https://www.doe.k12.de.us/Page/2654)

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.)

TECS received an overall rating of 'Meets Standard' during each year of its charter term.

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

Given that TECS has continued to achieve an overall rating of 'Meets Standard' on the Department's Financial Performance Framework, no significant changes to our financial practices have been necessary in order to improve our financial outcomes. We have continued to monitor our near-term and sustainability indicators in order to ensure we remain on sound financial footing, and our management and oversight practices have remained consistent with best practices in charter school operation and governance.

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

Our enrollment variance of 94% at the height of the pandemic fell one percentage point below the state's target. As the crisis abates and a new equilibrium emerges based on where parents determine their children have the best opportunity to succeed, we anticipate closer alignment between our actual enrollment numbers and our forecasts.

Q95. Performance Agreement Thomas A. Edison 's 2016-17 overall Financial ratings are: Meets Standard By September 2022, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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



School Comments 2020-2021	TECS has met its expectation of achieving an overall rating of "Meets Standard" on the Financial Performance Framework. We expect to continue this trend indefinitely.
School Comments 2019-2020	TECS has met its expectation of achieving an overall rating of "Meets Standard" on the Financial Performance Framework. We expect to continue this trend indefinitely.
School Comments 2018-2019	TECS has met its expectation of achieving an overall rating of "Meets Standard" on the Financial Performance Framework. We expect to continue this trend indefinitely.

TECS continues to meet its expectation of achieving an overall rating of 'Meets Standard' as measured by the Financial Performance Framework. Given the strength of our management and oversight practices and the consistently clean audits our school receives, we anticipate this strong performance to continue throughout our next charter term.

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

DOE Summary:
Not applicable

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

Not applicable.

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

TECS has satisfied the financial targets established within its Performance Agreement during each year of our charter term. We have achieved our goal of annually attaining an overall rating of "Meets Standard" on the Financial Performance Framework, and we expect to continue this trend indefinitely.

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

Not applicable.

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 :

Not applicable.

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 Evidence :

Appendix 12 - Final FY22 revenue and ...


Uploaded on 8/25/2022 by Benjamin Feit

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 Evidence :


Appendix 13 - Approved Preliminary Fi...

Uploaded on 8/25/2022 by Benjamin Feit

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 :

As TECS has shared with DOE, a severe case of COVID has prevented our audit firm from completing a draft of our FY22 Audited Financial Statements prior to September 30. We anticipate being able to share the draft financials by the end of October, and — in any event — well before the close of the renewal process on December 15. We will forward a copy to DOE as soon as it is completed in order for the Financial Framework report to be completed and disseminated to CSAC members.

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 :

Not applicable.

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.**

Not applicable.



5. Innovation

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

<p>School Comments 2020-2021</p>	<p>Not applicable</p>
<p>School Comments 2019-2020</p>	<p>Not applicable</p>
<p>School Comments 2018-2019</p>	<p>Not applicable</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).

TECS operates to a nationally renowned chess program. In 2014 and 2016, our students won the Junior High National Chess Championship in their division, a remarkable accomplishment that has earned our school recognition and acclaim. As with other extracurricular programs, chess is a hook that gets students more engaged in their studies and helps them develop a positive orientation toward school. Moreover, by excelling at a pastime that has not often been hospitable to students who look like them, our students develop a positive self-efficacy that is transferrable to other areas. That is, having succeeded on the chess table, students become likelier to believe they can master difficult concepts when they encounter them for the first time in their classrooms. We would be thrilled to support the development of chess programs at other Delaware schools, as we know these innovative practices are transferrable with the right infrastructure, coaching, and dedication.



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

Resources


TECS Projected Enrollment.xlsx

Applicant Evidence :


TECS Projected Enrollment.xlsx

Uploaded on 9/22/2022 by Benjamin Feit

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 TECS Board of Trustees and School Leadership Team will use a range of data sources and analytical methods to measure and evaluate the academic achievement and progress of individual students, student cohorts, and the school as a whole. Both during each academic year and for the duration of the charter contract, we will triangulate data from a number of tools and across a range of domains (academic, enrollment/attendance, cultural, etc.) to ensure we are providing students with the academic programming they need to be successful and are on track to meet our performance targets.

We assess every student multiple times per year with DIBELS, Freckle Math, and Achieve 3000. All are assessment programs that measure growth and provide learning paths that build skills in a research-based fashion. Our Leadership and Administrative Teams review data amongst themselves and with educators during PLC meetings. Data are also shared with parents and students both formally and informally, and the Board reviews data at least quarterly to hold leadership team members accountable for progress toward school-level goals. On an annual basis, we unpack student performance on SBAC assessments to determine how effectively our academic program is preparing students to be successful on year-end standardized exams. At the leadership and board levels, we make whatever adjustments (including additional social-emotional and mental health support services) appear most likely to engage, support, and inspire students to improve the following year.

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.

Fundamentally, it is important that TECS continues to provide low-income students of color with superior educational opportunities than the ones to which they would likely have access in our absence. On an annual basis, we expect our students to outperform their demographically comparable peers at observationally similar schools on year-end ELA and Math assessments. Ultimately, we aspire for our students to be competitive with all other students across the state including those who live in more affluent communities and who are not as exposed to the daily hardships from which our students often suffer.

In terms of our standing on the Academic Performance Framework, we expect to meet or exceed the statewide percentage of all students testing at proficient levels on year-end ELA and Math assessments at each grade level. TECS has established two principal goals within the Academic Progress domain. First, we will meet or exceed expectations for Academic Progress. Second, we will show consistent improvement on each of the six relevant growth measures.

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



- (1) TECS will meet or exceed expectations on the DSSF Academic Achievement, Academic Progress, School Quality/Student Success, and Overall indicators.
- (2) TECS will show consistent improvement on each of the six Academic Progress metrics.
- (3) The ELA and Math proficiency gaps between TECS students and their peers statewide will decrease by at least 50% between Grade 3 and Grade 8. That is, if TECS students in Grade 3 lag their peers by 20 percentage points on SBAC ELA proficiency results, the proficiency gap in Grade 8 should be 10 percentage points or fewer.

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).

We assess every student multiple times per year using DIBELS, Freckle Math, and Achieve 3000. Moreover, we use curriculum-based assessments such as Great Minds/Eureka Math, Bookworms (DI), and Star Math on an interim basis in order to assess how students are progressing throughout the school year and to determine any re-teach/concept spiraling/intervention plans prior to the administration of the State's mandatory assessments.

These assessment systems are aligned with both our curricular program and performance goals, which are in turn aligned with Delaware Content Standards (see Appendix 2).

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.

TECS employs consistent and ongoing data review processes. Our Administrative and Leadership Teams — led by Salome Thomas-EL (Head of School) and Elizabeth Yates (Assistant Principal) lead teachers in biweekly data review cycles at PLC meetings. The Leadership Team reviews student-, classroom-, grade-, and school-level data on a monthly basis, and the Board of Trustees reviews pertinent data at least quarterly. Data is analyzed and tracked, and TECS makes programmatic, budgetary, scheduling, student grouping, and staffing modifications based on our understanding of the root cause of student performance. School-wide data displays are located in our math and ELA rooms and updated after each assessment. We communicate with parents during back to school nights, report card conferences, and other communications throughout the year. We share information with students during assemblies and personalized intervention periods, and we furnish pertinent information to the Department of Education and the general public in our annual report.

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.

Should the school fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level, TECS will undertake a root cause analysis designed to ascertain the key variables associated with these shortcomings. We will review disaggregated student performance data as well as other key metrics (attendance, student culture, educator efficacy, etc.) and triangulate the information to determine what levers will be most likely to result in improved student performance. Based on the results of our root cause analysis, we will consider a range of possible changes including to our curriculum; instructional design and delivery expectations; staff at the teacher or leadership level; academic schedule and/or calendar teacher and leader assignments; professional development; external student support partnerships; and allocation of resources. This process will be driven by the school leadership team, which will report to the board on its findings and proposed course of action. Ultimately, as the board bears responsibility for ensuring that the school is fulfilling the terms of its charter, it is the entity that will need to approve leadership's recommendations. At all times, the board will hold school leadership accountable for overall performance.

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.

The school leadership team routinely monitors and analyzes state-level data from Ed Insight Reports, FSF, eSchool, PS IEP, Data Service, and other similar systems in order to identify strengths and uncover gaps in our work. We analyze these academic, organizational, and financial data at the leadership and board levels in order to determine what is working well (and should be sustained and/or amplified) and what is working poorly (and should be strengthened or scrapped). We provide appropriate professional learning opportunities (through internal experts, PLCs, curriculum providers, contracted partners, and state associations like Delaware Science and Social Studies Coalitions) to ensure that all team members are equipped to implement our programming and sustain our processes.

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.

TECS earned an overall rating of "Meets Standard" on the Organizational Performance Framework during each year of its charter term. The school leadership team will continue to implement its best practices to ensure that this strong record of compliance endures over the next five years. Our process is to assign specific owners to each portion of the framework with the school leader holding each responsible party accountable for executing their respective duties and ensuring the Performance Framework's standards are met.

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.

TECS does not anticipate undertaking any changes or improvements to its facility during its next charter renewal term.



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 TECS Board of Trustees is ultimately responsible for the school's fulfillment of its mission and its adherence to the terms of its Performance Agreement. Accordingly, we will continue to evaluate ourselves based on the extent to which we are achieving those objectives. Each year, the board will review the school's academic, organizational, and financial data to arrive at an objective understanding of where the school stands. Collectively, we will establish goals for the school, for the board, and for the leadership team based on what the data are telling us. We will monitor progress toward those goals throughout the year via committee and school leader reports at board meetings. Formal evaluations will be aligned to those goals, and the board will develop action plans for itself (i.e., specific trainings to seek, policies to adopt, tools to develop/deploy, changes to the composition of the board or the school leadership team to consider, etc.) in order to ensure accountability for achieving the school's goals and governing effectively.

The TECS board has historically reserved time for an annual off-site retreat. This exercise, which was temporarily paused during the pandemic but which will resume in 2022-23, affords board members a dedicated opportunity to establish goals and to reaffirm their shared vision for the school. The board will also undertake a SWOT analysis, in which we identify Strengths, Weaknesses, Opportunities, and Threats in order to maximize our assets and mitigate the areas in which our internal capacity is weaker and the external operating environment is less favorable. In prior years, these retreats have been facilitated by Dr. Devona Williams (the current board chair of Delaware State University).

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

185

Q118. Number of full days (2023-2024)

172

Q119. Number of half days (2023-2024)

13

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

7

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

7.5

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

3.5



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)

Salome Thomas-EL

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

Salome Thomas-EL

Q125. Title (if designated)

Head of School

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)

Salome Thomas-EL

Q130. Title (if designated)

Head of School

Q131. Date of approval by board of directors

Tue Sep 27 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

Resources


TECS Performance Agreement Templa...

Applicant Evidence :


TECS Performance Agreement Templa...

Uploaded on 9/29/2022 by Benjamin Feit

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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