

**Renewal Application - September 30, 2022**



## 1. Overview



### 1.1. Basic Information

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

#### Q1. Name of School

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

**Applicant Comments :**

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

#### Q2. Year School Opened

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

#### Q3. Current Enrollment

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

7th Grade 75 Students

8th Grade 72 students

9th grade 123 students

10th grade 98 students

11th grade 76 students

12th grade 29 students

Total 523 students

**Applicant Evidence :**



Current Enrollment at Time of Application.pdf

Uploaded on 9/23/2022 by Evelyn A Edney

#### Q4. Approved Enrollment

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

**Applicant Comments :**

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

#### Q5. School Address



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

**Q6. District(s) of Residence**

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

**Q7. Website Address**

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

**Q8. Name of School Leader**

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

**Q9. School Leader Email**

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

**Applicant Comments :**

[evelyn.edney@ecs.k12.de.us](mailto:evelyn.edney@ecs.k12.de.us)

**Q10. School Leader Phone Number**

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

**Applicant Comments :**

302-857-3510

**Q11. Name of Board President**

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

**Q12. Board President Email**

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

**Q13. Mission Statement:** The mission of the Early College High School at Delaware State University is to provide highly motivated students with a curriculum concentrating on science, technology, engineering and mathematics that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits and are in a favorable position to graduate from college. The school shall provide a safe, caring and nurturing environment that develops students' academic, social skills and personal character traits necessary for successful college completion, with a special focus on high school students who will be the first generation in their families to become college educated.

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

**Applicant Comments :**

Mission Statement: The mission of the Early College School at Delaware State University is to provide highly motivated students with a curriculum that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits and are in a favorable position to graduate from college. The school shall provide a safe, caring and nurturing environment that develops students' academic, social skills and personal character traits necessary for successful college completion, with a special focus on high school students who will be the first generation in their families to become college educated.

**1.2. Enrollment and Demographics**

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


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

**Applicant Comments :**


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



Resources


ECHS 1.2 Enrollment

Applicant Evidence :


ECS 1.2 Enrollment and Demographics.xlsx

Uploaded on 9/23/2022 by Evelyn A Edney


Q15.

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

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

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

Applicant Evidence :


ECS 1.2 Enrollment and Demographics.xlsx

Uploaded on 9/23/2022 by Evelyn A Edney

1.3. Approved Minor and Major Modifications

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

Q16.

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

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

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

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

1.4. Enrollment Trends

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


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

Applicant Comments :


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



Resources


ECHS 1.4 Enrollment Trends.xlsx

Applicant Evidence :


ECHS 1.4 Enrollment Trends.xlsx

Uploaded on 9/22/2022 by Evelyn A Edney

Q18.

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

<b>School Comments 2020-2021</b>	The Coronavirus pandemic was cited by many families as the reason for withdrawal. Parents cited wanting their students to be closer to home. A good deal of them were homeschooled.
<b>School Comments 2019-2020</b>	The school was not required to provide a response to this information.
<b>School Comments 2018-2019</b>	After taking in 179 students in the 2017-18 school year, ECHS realized that the target number of ninth graders was more manageable with college readiness skill building.

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

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

Applicant Evidence :


PGC2.jpg


PGC3.jpg


PGC1.jpg

Uploaded on 9/27/2022 by Evelyn A Edney

Uploaded on 9/27/2022 by Evelyn A Edney

Uploaded on 9/27/2022 by Evelyn A Edney

**1.5. Reenrollment Trends**

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

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

Q19.

<b>School Comments 2020-2021</b>	Prior to the pandemic, ECHS increased its recruitment efforts in all three counties in Delaware with attendance at high school fairs and community events, as well as holding Open Houses. The ECHS staff and students volunteered to be the representatives at these events. With the pandemic, ECHS has to move to virtual Open House events for recruiting.
<b>School Comments 2019-2020</b>	ECHS has a very diverse population with students from the entire state enrolled. Enrollment has been steadily rising at ECHS after a drop in enrollment between the 2014-15 and 2015-16 school years. ECHS increased its recruitment efforts in all three counties in Delaware with attendance at high school fairs and community events, as well as holding Open Houses. The ECHS staff and students volunteer to be the representatives at these events. Increases in enrollment can be attributed to these efforts due to the powerful impact of using ECHS staff and students as school "ambassadors."




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

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


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

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

**Resources**


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

**Applicant Evidence :**


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

Uploaded on 9/23/2022 by Evelyn A Edney



## 2. Academic Performance

### Delaware School Success Framework (DSSF)

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) ([https://education.delaware.gov/wp-content/uploads/2020/02/dssf\\_one\\_pager\\_final.pdf](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 9<sup>th</sup> grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

### 2.1. Delaware School Success Framework

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

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

DOE Summary:



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

Based on the table above discuss the school's:

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

**School  
Comments  
2020-2021**

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

School  
Comments  
2019-2020

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

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

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

**Equity (e.g. measuring and addressing the technology gap, technological literacy)** ECHS was fortunate to already have had a one-to-one technology initiative, which provided every student with a laptop. Providing students with WiFi technology support through a system where the students filled out an electronic Technology Request. The Tech Representatives would go out to homes for tech support.

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

**Student wellness (e.g. challenges at home);** ECHS Teachers used several ways to check-in with students to ensure they connected with students and families. First, the Advisory class allowed teachers to see their group of advisees each day. They utilized the time to have classroom discussions and to provide time to reflect on how they and their families were doing and feeling. Teachers also provided on-screen and off-screen activities for the students, often holding class via Zoom, but changing the location to have students outside. School counselors remained available virtually and held counseling sessions. And finally, the school administration provided daily emails and weekly parent newsletters to families, keeping them abreast of everything going on, school planning, etc.

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

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

**Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)** There were many lessons learned from March-May 2020. During professional development sessions in May 2020, the entire staff looked at these many solutions, student data, and anecdotal data to make informed decisions about the 2020-21 school year. ECHS has remained remote. First, the schedule changed. Instead of keeping the same exact schedule with 90-minute classes and virtually no breaks in the day except lunch, the new schedule has a four-day (Monday-Thursday) schedule of one-hour classes with 15-minute brain breaks and a school-wide lunch. On Fridays from 8:00-12:00, one-hour extra help and supplemental instruction classes with their own personal teachers are provided to students to support their learning. Some students are assigned these classes based off their college readiness, while others self-select to receive extra help periodically. These smaller groups are conducive to providing needed support to students who really need it. In addition, a few students with IEPs come into the school each day for a couple of hours for one-to-one, in-person support while they are in class via Zoom with their peers. Software/online programs have been purchased to enhance learning: virtual labs, audio books, etc. The Guidance Team (School Counselors and the Communities in Schools Site Coordinator) provides small group mentoring sessions, and lunch and learn sessions to connect with students. They have regularly-scheduled times to meet with students to discuss life, scheduling, college experiences, and exposure to other options outside of a four-year university. Student Activities has increased with a virtual lens. The ECHS Hornets In Action group of students have had online community service events: Halloween letters to children at A.I. DuPont Hospital and Turkey Drive letters to senior citizens. These students have also volunteered at contactless mobile food pantries at the school (sponsored by the Food Bank of Delaware and ECHS' Communities in Schools). Family Engagement/Class Activities are provided at least once a month. There are dress-up spirit days: Color Day, Hat Day, Bring-Your-Pet-to-Class Day, Halloween Contests, Ugly Holiday Sweater, etc. In addition, there is a virtual "Class Night" each month for specific classes. Families are encouraged to participate: Paint night, music bingo, game night, etc. The Senior class was able to rent out a movie theater for 20 members to have an in-person, socially distanced event. There has been an increase in parent-teacher correspondence regarding attendance and grade concerns, as well as activities and events. Parents read "Hornet Happenings," the online weekly newsletter by the School Leader each Sunday morning. The ECHS PTSA has a monthly meeting via Zoom to discuss business and provide an opportunity for the School Leader to answer questions and hear concerns. In addition, there is a Parent Academy to provide programming to parents in sessions such as "College Application at Every Grade Level," facilitated by the Guidance Team; "Measuring College Readiness," facilitated by the School Leader; "Monitoring Your Teen's Mental Health," facilitated by ECHS Partner, the Center for Child Development; and "Navigating the Technology," facilitated by the Assistant Principal." ECHS has also instituted Parent-teacher Conference Day at the end of grade reporting periods. This is an asynchronous learning day for students, but it allows teachers to schedule conferences with their students to discuss grades, attendance, etc. The ECHS Attendance Policy was changed to add more levels of contact to students and parents to ensure students are regularly attending school. Teachers are required to make contact with parents immediately after an absence from class. After a few days of consecutive absences and no response, the School Nurse makes contact with the families to do a wellness check on the student and the family to see how the school may be of assistance. After 5 absences, the school counselors make contact to schedule an attendance review with the student and the Attendance Review Committee to discuss ways to improve attendance. After 10 absences, truancy charges are filed. After 12 absences, the student loses credit in the course. Attendance for ECHS has increased to 96% attendance. On Fridays, after the student Supplemental Instruction classes and lunch, the teachers participate in staff time from 1:00-3:00. Each Friday is different. Some of them are staff meetings, while others are professional development and training sessions. Finally, there are Grade-Level PLCs where teachers look at student data a discuss interventions. Finally, ECHS continues to provide a one-to-one computer initiative, but purchased new computers to ensure all students were equipped with the crucial tools to do their assignments and view class. Delaware State University has provided iPads to all of its students as part of a partnership with Apple. ECHS was included for Spring 2021 and all upperclassmen students will have an iPad to complete either their ECHS or DSU coursework.



<p><b>School Comments 2018-2019</b></p>	<p>The ECHS Overall rating is "Meeting Expectations." We believe that the strong ECHS College Readiness Program has helped to "Exceed Expectations" in the area of School Quality/Student Success," but the SAT scores are where the most improvement can occur with the academic data. The major academic challenges at ECHS are having to get students acclimated to high school and then very quickly transition into college. This has contributed to a student's readiness to rate proficiently on standardized tests and to do college level work. The major academic accomplishments in 2017-18 include the first graduates of ECHS. There were 71 graduates - the Valedictorian went to Stanford on a full scholarship; the Salutatorian went to University of Pennsylvania on a full scholarship, and sixty percent of the class are freshmen at Delaware State University. Collectively the class earned 2,675 ½ college credits, an average of 38 credits per student with one student earning 77. The second graduating class of ECHs in the 2018-19 school year yielded students earning an average of 32 college credits with one earning 66 and several others earning more than the 60.</p>
---	---



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

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

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

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

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

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

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

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

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

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



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

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

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


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

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

**Applicant Comments :**

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

**Applicant Evidence :**


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

Uploaded on 9/24/2022 by Evelyn A Edney





Early College High School @ Delaware State University's 2018-19 DSSF ratings are:

High School (grades 9-12)

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

Q21. Performance Agreement Academic Performance Expectations

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

DOE Summary:

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

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

<b>School Comments 2020-2021</b>	The ECHS graduation rate grew to 90.63% in 2019 and then to 92.59% in 2020. Even in a pandemic, ECHS students were able to achieve. Students were taught by teachers each day within a school schedule. Students attended both high school and Delaware State University courses.
<b>School Comments 2019-2020</b>	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.
<b>School Comments 2018-2019</b>	ECHS improved in the overall Academic Performance Ratings from Approaching the Standard in 2016-17 to Meeting the Standard in 2017-18 and again in 2018-19. Academic Achievement continues to be approaching the standard, and School Quality/Student Success exceeded expectations. The overall SAT scores were below the state average, also the participation rate was low in the DeSSA testing; however, ECHS students have been strongly performing in their college classes taken at Delaware State university.

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

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



**Applicant Comments :**

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

**2.2. Academic Achievement**

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

**Applicant Comments :**

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

**Q23.Expected outcomes for Academic Achievement**

<b>School Comments 2020-2021</b>	<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>
<b>School Comments 2019-2020</b>	<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>
<b>School Comments 2018-2019</b>	ECHS has put plans in place and expects to have better outcomes in all of the subjects during the 2019-20 school year. In addition to the PSAT (Grades 9 and 10) and SAT (Grade 11), ECHS students are measured by their college readiness through the use of the ECHS College Readiness Rubric developed by the school leader. The students are scored in the categories of grades, attendance, behavior, academic assessments, and teacher recommendations during each of the eight grade reporting periods. With the help of Performance PLUS at the DOE, the ECHS College Readiness Rubric is electronic, and the scoring reports are given to students each time they receive their grade reporting (interims and report cards). The ECHS teachers now have an after-school meeting every other Wednesday. The plan is to have the teachers meet in grade-level student intervention teams (SIT) to look solely at students in crisis to determine the interventions that they need. The last part of the meeting is to have teachers work in disciplines to look at data in a PLC. This work is to help get interventions to students quicker and to allow teachers to make adjustments in lessons.



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

**Applicant Comments :**

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

**Q24. Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2020-2021</b>	<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>
<b>School Comments 2019-2020</b>	<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>
<b>School Comments 2018-2019</b>	ECHS will measure students' success in several ways: The ECHS Administration altered a teacher's schedule to allow time for instructional coaching. On Mondays, the instructional coach works with the new teachers in a New Teacher "Academy" program which offered mentoring, curriculum planning, classroom management, etc. On Wednesdays, the staff meets in grade-level student intervention teams meetings to discuss students across curricular areas to see what supports need to be put in place and what strategies seem to be working for the student. During PLC each Wednesday, teachers will look at student work and other forms of data to determine which students seem to be struggling in their course work and on classroom-level assessments. Finally, ECHS teachers will use the ECHS College Readiness data and grade reporting data to determine student mastery.



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

**Applicant Comments :**

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

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





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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

**Applicant Comments :**

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

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



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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

**Applicant Comments :**

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

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

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

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


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

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

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

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

**Applicant Evidence :**


Strategic Plan.xls

Uploaded on 9/30/2022 by Evelyn A Edney



2.3. School Quality/ Student Success

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

**DOE Summary:**

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

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

<b>School Comments 2020-2021</b>	<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>
<b>School Comments 2019-2020</b>	<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>
<b>School Comments 2018-2019</b>	For a comprehensive response, please use the School Comment Link ( <a href="chrome-extension://efaidnbmninnibpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf">chrome-extension://efaidnbmninnibpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf</a> )



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

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

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

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

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

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

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

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

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

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



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

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

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


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

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



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

**Applicant Evidence :**


Strategic Plan.xls

Uploaded on 9/30/2022 by Evelyn A Edney

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

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

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

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

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

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





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

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

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


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

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



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

**Applicant Evidence :**


Strategic Plan.xls

Uploaded on 9/30/2022 by Evelyn A Edney

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



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

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

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

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

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



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

**Applicant Evidence :**



Strategic Plan.xls

Uploaded on 9/30/2022 by Evelyn A Edney

**2.4. Graduation Rate**

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

**DOE Summary:**

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

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

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



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

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

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

**Q35.Expected outcomes for Graduation Rate**

<b>School Comments 2020-2021</b>	<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>
<b>School Comments 2019-2020</b>	<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>
<b>School Comments 2018-2019</b>	For a comprehensive response, please use the School Comment Link ( <a href="chrome-extension://efaidnbmnnnibpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf">chrome-extension://efaidnbmnnnibpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf</a> )

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

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

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

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

**Q36.Progress measures to track Graduation Rate**

<b>School Comments 2020-2021</b>	<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>
<b>School Comments 2019-2020</b>	<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>
<b>School Comments 2018-2019</b>	For a comprehensive response, please use the School Comment Link ( <a href="chrome-extension://efaidnbmnnnibpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf">chrome-extension://efaidnbmnnnibpcjpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf</a> )

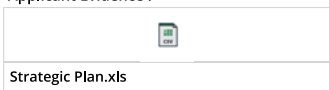
In the last four years, the ECS graduation rate has continually increased even in a pandemic. For the Class of 2018 yielded a rate of 87.84, the Class of 2019 yielded 90.63%, the Class of 2020 had the highest graduation rate of 92.84, and the Class of 2021 had a rate of 90.43.

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

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

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

**Applicant Evidence :**



Uploaded on 9/30/2022 by Evelyn A Edney

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

Teachers leading professional development

# Peer visits conducted

# Teaching Excellence Framework Observations

# Specialist Excellence Framework Observations

PBS School Climate Survey Staff y

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

**2.5. Progress toward English Language Proficiency (ELP)**

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



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

**DOE Summary:**

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

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

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

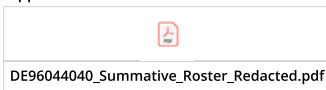
Historically, Early College has had an extreme low number of students who require ELL support. During the 2021-22 school year, there were two students who received ELL services and completed the annual ACCESS testing. Due to the COVID-19 pandemic, the school had no data from the previous year to compare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

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

**Applicant Comments :**

See attached DE96044040 Summative Roster with names redacted

**Applicant Evidence :**



Uploaded on 9/30/2022 by Evelyn A Edney

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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



### 3. Organizational Performance

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

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

#### 3.1. Mission Specific Goal(s)

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

Mission	Measure	Meets Standard
The mission of the Early College High School at Delaware State University is to provide highly motivated students with a curriculum concentrating on science, technology, engineering and mathematics that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits and are in a favorable position to graduate from college. The school shall provide a safe, caring and nurturing environment that develops students' academic, social skills and personal character traits necessary for successful college completion, with a special focus on high school students who will be the first generation in their families to become college educated.	Students at ECHS@DSU will be well prepared to successfully graduate from college after finishing high school with 30 college credits.	85% if students are deemed college ready by the end of their fourth semester as measured by the ECHS college readiness rubric. 85% of students have earned 6 college credits before they start 11th grade.

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

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

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



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

**Mission Specific Goal: College Readiness**

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

**Mission Specific Goal: College Credits Earned**

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

**Source: e-School Management**

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

**Applicant Evidence :**



ECHS Mission Specific Goal Outcomes 2021-...

Uploaded on 9/24/2022 by Evelyn A Edney


Q47. Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

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

**Applicant Comments :**

Appendix 1 Mission Specific Goal (s) documentation attached

**Applicant Evidence :**



ECHS Mission Specific Goal Outcomes 2021-...

Uploaded on 9/22/2022 by Evelyn A Edney

**3.2. Organizational Performance**

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

**SUMMARY AND OVERALL RATING**



Year	Education Program				Governance & Reporting			Students & Staff			OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff	Facilities, Transportation, Health & Safety	
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2018-2019	AS	M	M	M	M	M	M	M	M	AS	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard
2020-2021	M	M	M	M	AS	M	M	M	M	M	Meets Standard
2021-2022	M	M	AS	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

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


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

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

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

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

Applicant Evidence :



ECS Org. Framework Template 2022.xlsx

Uploaded on 9/24/2022 by Evelyn A Edney

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

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

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

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

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

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

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

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

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

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

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

**Q51.Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)**

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

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

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

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

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

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



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

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

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

**Q54. Performance Agreement Organizational Performance Expectations**

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

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

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

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

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

**3.3. Educational Program**

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

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

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

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



Applicant Evidence :

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

**Q56.As appendices, provide the following documents as evidence of curriculum alignment to Delaware Content Standards: Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages, Health and Physical Education) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas. Evidence to establish adherence to the state's expectations regarding **ELA standards and instruction** through the grade bands should include the following:

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

Evidence to establish adherence to the state's expectations regarding **Health Education standards and instruction** in grades K-8 and 1/2 credit in high school (grades 9-12) should include the following:

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

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

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Physical Education standards and instruction** in grades K-8 and 1 credit in high school (grades 9-12) should include the following:

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





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

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

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

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

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

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.
- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.

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

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

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





**Applicant Comments :**

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

**ENGLISH/LANGUAGE ARTS**

Overall Evaluation:

- Does Not Meet Expectations

Expectations:

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

**2021**

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

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

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

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

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

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

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

**MATHEMATICS**

Overall Evaluation:

- Does Not Meet Expectations

Expectations:

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

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

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

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

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

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

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

**Course sequence:**

**Math 7**

**Math 8**

**Algebra**

**Geometry**

**Algebra II**

**Pre-Calculus**

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

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

**SOCIAL STUDIES**

Overall Evaluation:

- Meets Expectations

Commendations:

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

Recommendations:

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

**This is included in the submitted documents**



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

## SCIENCE

### Overall Evaluations

- Does Not Meet Expectations

### Commendations:

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

### Recommendations:

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

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

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

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

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

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

**Teachers will attend state-wide professional learning**

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

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

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

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

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

### Expectations:

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

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

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

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


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

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

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

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

### Applicant Evidence :


OneDrive_2022-09-29.zip

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

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



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

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

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

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

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

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

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

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

For middle school,

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

For high school students:

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

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

The system is also monitored in many ways:

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

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

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

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

For middle school,

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

For high school students:

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

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

The system is also monitored in many ways:

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

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

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

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

For middle school,

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

For high school students:

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

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

The system is also monitored in many ways:

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

**3.5. Governance and Reporting Requirements**

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



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

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

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

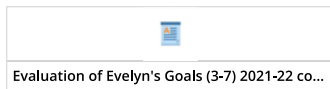
During the course of the school year, the Personnel Chair visits with the School Leader to monitor goals, do conduct walkthroughs, and to complete the mid-year and end-of year conferences. All information is input into the Data Service Center, including all evidence of each of the goals being met.

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

Applicant Evidence :



Uploaded on 9/26/2022 by Evelyn A Edney



Uploaded on 9/26/2022 by Evelyn A Edney

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

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

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

Applicant Evidence :



Uploaded on 9/26/2022 by Evelyn A Edney

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

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

See attached list of Board Members and Training Dates.

Applicant Evidence :



Uploaded on 9/26/2022 by Evelyn A Edney

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

ECES engages in succession planning using the following:

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

ECES supports the development and retention of school leaders by:

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





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

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

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

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

**Applicant Evidence :**

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


**Q66. Appendix 3: Current Organizational Chart**

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

**Applicant Comments :**

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

**Applicant Evidence :**

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

**Q67. Complete/Update the Board Financial and Governance table (see Resources) with the necessary information.**


- In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.
- Please list only the most recent training date.

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

**Applicant Comments :**

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

**Resources**

 ECHS Board Financial and Governance Traini...
--

**Applicant Evidence :**

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

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

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

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



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

Applicant Evidence :

ECHS Board Financial and Governance Traini...

Uploaded on 9/26/2022 by Evelyn A Edney

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

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

Applicant Comments :

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

Resources

ECHS CBOC.xlsx

Applicant Evidence :

Renewal--ECHS CBOC.xlsx

Uploaded on 9/26/2022 by Evelyn A Edney

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

**DOE Summary:**

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

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

All members were in compliance. See attached list.

Applicant Evidence :

Renewal--ECHS CBOC.xlsx

Uploaded on 9/26/2022 by Evelyn A Edney

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

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

Applicant Comments :

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

Applicant Evidence :

Renewal--Board Financial Training Transcrip...

Uploaded on 9/26/2022 by Evelyn A Edney

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

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





**Applicant Comments :**

ECS engages in succession planning using the following:

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

Board Succession Plan (See attached):

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

ECS supports the development and retention of school leaders by:

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

**Applicant Evidence :**



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

Uploaded on 9/30/2022 by Evelyn A Edney

**Q73. Appendix 6: Current board bylaws**

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

**Applicant Comments :**

See attached updated by-laws

**Applicant Evidence :**



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

Uploaded on 9/30/2022 by Evelyn A Edney

**3.6. Students, Employees and School Environment**

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

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





N/A; All Sections Met the Standard

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

N/A All Metrics were Met

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

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

Applicant Evidence :

COO Price Building.pdf

Uploaded on 9/30/2022 by Evelyn A Edney

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

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

Applicant Comments :

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

Applicant Evidence :

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

Uploaded on 9/26/2022 by Evelyn A Edney

Uploaded on 9/26/2022 by Evelyn A Edney

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

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

Applicant Comments :

Insurance Certificate Attached

Applicant Evidence :

COI - Evidence of Coverage.pdf

Uploaded on 9/30/2022 by Evelyn A Edney

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

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

Applicant Comments :

Reports attached

Applicant Evidence :

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

Uploaded on 9/30/2022 by Evelyn A Edney

Uploaded on 9/30/2022 by Evelyn A Edney

**3.7. Teacher Retention**

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

DOE Summary:
--------------



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

**Q80.2021-2022 PERCENT of Teachers RETAINED**

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

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

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

**Q81.2021-2022 NUMBER of Teachers RETAINED**

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

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

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

**Q82.2021-2022 NUMBER of Teachers ELIGIBLE**

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

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

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

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

<b>School Comments 2020-2021</b>	ECHS's teacher retention rate improved from 2019-2020 to 2020-2021 (61.1% to 69.2%). Of the four people who left the school. Three moved out of state and one moved to a school district for better pay.
<b>School Comments 2019-2020</b>	For a comprehensive response, please use the School Comment Link ( <a href="https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf">chrome-extension://efaidnbmnnnibpcajpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf</a> )
<b>School Comments 2018-2019</b>	For a comprehensive response, please use the School Comment Link ( <a href="https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf">chrome-extension://efaidnbmnnnibpcajpcgldefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf</a> )

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

Applicant Evidence :

ECS@DSU New Staff Orientation (1).pdf

Uploaded on 9/26/2022 by Evelyn A Edney

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

<b>School Comments 2020-2021</b>	ECHS holds a New Teacher Academy two times per month where the ECHS Instructional Coach and the Administrative Team hold workshops on all aspects of teaching from classroom management to instructional strategies to creating formative and summative assessments. The Instructional Coach also worked with specific teachers with lesson planning and modeling. In addition, all state requirements for mentoring are met through New Teacher Academy.
----------------------------------	---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


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

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


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

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

**Applicant Evidence :**



START 2022 New Staff.docx



START 2022 Staff.docx

Uploaded on 9/26/2022 by Evelyn A Edney

Uploaded on 9/26/2022 by Evelyn A Edney

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



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

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

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

### 3.8. Closure Requirements

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

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

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

#### Contingencies

<b>Summer Pay</b>	<b>\$566,928</b>
<b>FY2023 Strategic Plan Contingency</b>	\$82,000
<b>Total</b>	<b>\$648,928</b>

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

Audit:

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

Document Processing

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



4. Financial Performance

4.1. Financial Performance

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

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2018-2019	M	M	AS	M	M	F	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	AS	M	M	M	Meets Standard
2020-2021	M	M	AS	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

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

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

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

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

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

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

Applicant Evidence :



Uploaded on 9/30/2022 by Evelyn A Edney

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

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

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

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

<b>School Comments 2020-2021</b>	Measure 1c. Enrollment Variance: Approaching Standard ECHS' enrollment decreased slightly by 26 students from 2019-2020 to 2020-21 mainly due to COVID and parents wanting to keep their students closer to home.
<b>School Comments 2019-2020</b>	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcjpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)
<b>School Comments 2018-2019</b>	For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcjpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)

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

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

**Applicant Evidence :**



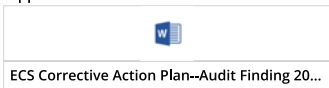
Uploaded on 9/30/2022 by Evelyn A Edney

**Q92. Describe the school's financial performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)**

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

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

**Applicant Evidence :**



Uploaded on 9/30/2022 by Evelyn A Edney

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

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

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

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

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

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

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



Applicant Evidence :

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

Uploaded on 9/30/2022 by Evelyn A Edney

Q95. Performance Agreement



DOE Summary:


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

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

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

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

Applicant Evidence :

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

Uploaded on 9/30/2022 by Evelyn A Edney

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

DOE Summary:

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

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

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

Applicant Comments :

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

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

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

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

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

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



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

Applicant Comments :  
See attached

Applicant Evidence :

Early College DRAFT 9-26-22.pdf

Uploaded on 9/30/2022 by Evelyn A Edney

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

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

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

Applicant Evidence :

Renewal--Final Fiscal Year 2022.pdf

Uploaded on 9/26/2022 by Evelyn A Edney

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

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

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

Applicant Evidence :

Renewal--Approved Preliminary Fiscal Year ...

Uploaded on 9/26/2022 by Evelyn A Edney

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

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

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

Applicant Evidence :

Renewal--Final Fiscal Year 2022.pdf

Uploaded on 9/26/2022 by Evelyn A Edney

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

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

Applicant Comments :  
N/A

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

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

Applicant Evidence :

ECHS_2021-22_Delaware_DOE_Ch.pdf

Uploaded on 9/30/2022 by Evelyn A Edney





5. Innovation

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

<p><b>School Comments 2020-2021</b></p>	<p>The mission of Early College High School at Delaware State University is to provide highly motivated students with a curriculum that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits, preparing them for completion of a four-year college program. The school shall provide a safe, caring, and nurturing environment that develops the academic and social skills and personal character traits necessary for successful college completion, with a special focus on first generation college attendees. The whole point of an early college high school model is for students to be able to perform college level work on a college campus while in high school, therefore being deemed "college ready." Being on campus is called "The Power of Place" in the model. Measuring college readiness has become a way of life at the Early College High School at Delaware State University (ECHS). There are many factors that go into being college ready. At ECHS, these are measured using the ECHS College Readiness Rubric©: grades, attendance, behavior, teacher recommendations, and proficiency on high stakes tests. This tool was developed by the School Leader in 2015. In the ninth grade year at ECHS in Advisory classes, student begin developing a 4-year growth plan based on personal and academic goals. Each time grade reports and ECHS College Readiness reports are given to students (every 4 ½ weeks for a total of eight times per year), students along with their Advisory teachers, check their progress toward their goals. They do this process all four years. The ECHS College Readiness Rubric© gives students tangible areas for development. Students in the 9th only take high school classes, and 10th grades primarily take high school classes. Most juniors and seniors take college courses full time at DSU. In the ninth grade year if the students are measured as college ready five out of the eight grade reporting periods, they will be eligible to take college courses the first semester of their sophomore year. Upperclassmen must maintain college ready status three out of the four grade reporting periods in one semester in order to take college courses or remain in college courses. In addition to measuring college readiness, the ECHS College Readiness program was developed to provide support and intervention for students who struggle. Students who score "Not Ready" (14 and below) on the ECHS College Readiness Rubric© are the target population. Students attend a conference with their parents, school counselor and an administrator to map out a game plan of success and identify interventions that need to occur. Some students may need supplemental instruction (extra help), so this time is set aside to have students work with their own personal teachers to provide review of concepts or previewing information for the week ahead. In addition, students may need to work with the Communities in Schools representative, school counselor, Advisory teacher, or some other adult mentor to assist them in areas for development. Students may also receive tutoring services by DSU students and other adults to assist with academic assignments. In addition to working with students who struggle, the ECHS College Readiness Program honors students who have made college ready status with monthly celebrations. The ECHS Positive Behavior Support Program is streamlined with the ECHS College Readiness Program. According to school data, the ECHS College Readiness Program has made a positive impact on the school. First, Performance Plus™ data is generated every 4 ½ weeks to illustrate the progress of students. The data is analyzed by gradelevel PLCs monthly as part of the Multi-Tiered System of Support. Teachers determine research-based student interventions. The Performance Plus™ reports have shown gains each year in the whole-school percentages of students listed as "college ready." (See Table 1). The percentages vary by year due to the fact that there are different classes with different dynamics in the make-up of the whole-school percentages. The data below shows that the percentage at the beginning of the year during the first grade reporting period increased by the time of the last grade reporting in every year since reports were generated using Performance Plus™. In the Fall of 2022, ECHS plans to open a junior high school adding on Grades 7 and 8 with the idea to build a stronger student by starting the college-going culture earlier</p>
<p><b>School Comments 2019-2020</b></p>	<p>For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/368/annualreports/2019-20%20annual%20reports/ECHS_2019-20_Annual_Report.SIGNED.pdf)</p>
<p><b>School Comments 2018-2019</b></p>	<p>For a comprehensive response, please use the School Comment Link (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/368/annualreports/ECHS%20Annual%20Report%202018-19.pdf)</p>

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



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

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

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

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

In addition to measuring college readiness, the ECHS College Readiness program was developed to provide support and intervention for students who struggle. Students who score "Not Ready" (14 points and below) on the ECHS College Readiness Rubric© are the target population. Students attend a conference with their parents, school counselor and an administrator to map out a game plan of success and identify interventions that need to occur. Some students may need supplemental instruction (extra help), so this time is set aside to have students work with their own personal teachers to provide review of concepts or previewing information for the week ahead.

In addition, students may need to work with the Communities in Schools representative, school counselor, Advisory teacher, or some other adult mentor to assist them in areas for development. Students may also receive tutoring services by DSU students and other adults to assist with academic assignments. In addition to working with students who struggle, the ECHS College Readiness Program honors students who have made college ready status with monthly celebrations. The ECHS Positive Behavior Support Program is integrated with the ECHS College Readiness Program.

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

**Applicant Comments :**

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

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



## 6. Five-Year Planning

### 6.1. Projected Enrollment

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


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

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


#### Applicant Comments :

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

#### Resources


ECHS Projected Enrollment.xlsx

#### Applicant Evidence :


Renewal--Projected Enrollment.xlsx

Uploaded on 9/26/2022 by Evelyn A Edney

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

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

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

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

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

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

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

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



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


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

The Measures will be the following

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

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

Applicant Evidence :


Strategic Plan.xls

Uploaded on 9/30/2022 by Evelyn A Edney

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



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

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

The Measures will be the following

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

Then the entire process would need to be outlined

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

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

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

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

Applicant Evidence :



Uploaded on 9/30/2022 by Evelyn A Edney

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





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

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

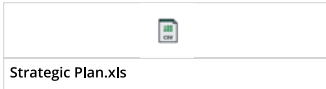
First, the staff meets in PLCs bi-monthly to discuss student data. Department Leaders lead looking at student work, common assessments, college readiness data, pre and post tests, and so forth. Staff reflects on the data and uses it to make informed decisions about teaching and learning. Support staff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

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

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

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

**Applicant Evidence :**



Uploaded on 9/30/2022 by Evelyn A Edney

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

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

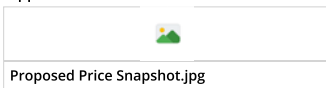
- The students taking college courses could just walk to their classes on the main campus
- The dining facility was already used to following K12 nutrition requirements
- Students and staff were already familiar to logistics on campus
- The entire school can fit in one building, so that everyone is together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

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

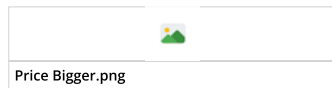
The plan now is to relocate the Middle School Students to Price Hall to be with the high school. See the attached diagram marked as "Proposed Price Snapshot." Offices would need to be eliminated to make room for classrooms. For now the Middle School Students will remain in the Living and Learning Commons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

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

**Applicant Evidence :**



Uploaded on 9/30/2022 by Evelyn A Edney



Uploaded on 9/30/2022 by Evelyn A Edney

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

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

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

165

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

**Applicant Evidence :**



Uploaded on 9/30/2022 by Evelyn A Edney

**Q118. Number of full days (2023-2024)**

160

**Q119. Number of half days (2023-2024)**

4 for exams



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

7

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

8 with two meals

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

4.5 with one meal





## 7. Compliance certification statement

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

Signature

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

Marsha Horton, Ph.D.

Q125. Title (if designated)

Early College School Board of Directors' President

Q126. Date of Signature

Fri Sep 30 2022 (Eastern Daylight Time)





## 8. Renewal Application Certification Statement

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

### Q128. Date of signature

Fri Sep 30 2022 (Eastern Daylight Time)

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

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

### Q130. Title (if designated)

President, Early College School Board of Directors

### Q131. Date of approval by board of directors

Fri Sep 30 2022 (Eastern Daylight Time)



## 9. Performance Agreement Template

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

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

### Applicant Comments :

To be completed once populated

### Resources


ECHS Performance Agreement Template.docx

### Applicant Evidence :


ECS Performance Agreement Template revis...

Uploaded on 9/30/2022 by Evelyn A Edney

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

I agree

### Final Status

Reject  Approve

### Approver Comments

--

## **Enrollment & Demographic Info Table**

	2018-2019	2019-2020	2020-2021
Total Enrollment	393	421	399
<b>Gender</b>			
% Male	36.39%	33.02%	31.58%
% Female	63.61%	66.98%	68.42%
<b>Ethnicity/Race</b>			
% African American	76.34%	75.06%	72.93%
% American Indian	0.25%	0.48%	0.50%
% Asian	1.27%	0.95%	0.75%
% Hispanic/Latino	8.91%	10.21%	12.28%
% White	9.16%	10.21%	9.77%
% Multiracial	3.31%	2.85%	3.51%
<b>Special Populations</b>			
%Special Education <sup>3</sup>	8.91%	6.65%	8.27%
% English Language Learners	0.76%	0.24%	0.75%
% Low-Income	32.57%	30.40%	27.07%

2021-2022	2022-2023
342	524
32.75%	36.26%
67.25%	63.36%
74.56%	76.72%
0.29%	0.19%
0.88%	0.95%
11.40%	11.45%
8.77%	8.40%
3.22%	0.57%
7.89%	9.40%
1.17%	0.01%
24.27%	TBD

## **School Enrollment Trends Table**

**School Enroll**

*Cells highlighted in gray were grade levels not serviced by this school.*

	2018-2019		2019-2020	
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count
K				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9	95	126	74	124
Grade 10	158	122	95	136
Grade 11	98	79	158	95
Grade 12	74	66	74	98
<b>Total</b>	425	393	425	421



**ment Trends**

2020-2021		2021-2022		
Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2022-2023 *
				8
				10
98	109	158	99	9
74	109	98	85	0
95	96	74	84	0
158	85	95	74	0
425	399	425	342	27

## **Board Financial and Governance Training Table**

First Name	Last Name	Term Begin Date	Term End Date	Role/Title
Marsha	Horton	11/2016	2025	President/Chair
Crystal	Gillis	5/25/2017	2023	Parent Representative Board Member
Ayeda	Silent	3/15/2019	2025	Treasurer
Susan	Bunting	9/1/2022	2025	Board Member
Paige	Chapman	10/28/2019	2025	Board Member
Dayna	Cobb	9/13/2019	2024	Board Member
Robin	Demby	11/1/2018	2024	Board Member
Michelle	Golding	6/23/2022	2023	Student Representative
Debbie	Harrington	9/1/2022	2025	Board Member
Lois	Hobbs	9/15/2014	2023	Board Member Executive Committee
Tahira	Lyons	10/28/2021	2024	Board Member
Charles	McDowell	12/8/2011; 12/18	2024	Board Member Executive Committee
Ronald	Pinkett	9/26/2016	2019	Board Member
Spangler	Sandra	12/18/2017	2023	Board Member
Courtney	Stewart	6/22/2022	2023	Board Member
Latricia	Vicks	10/28/2021	2024	Parent Representative
Joell	Whitley	10/28/2021	2023	Teacher Representative
Juanita	Wilson	5/2/2016	2018	Board Member
Nyia	McCants	9/13/2019	2025	Recording

Evelyn	Edney	5/4/2015	6/30/2018	School Leader Non-voting Ex Officio
--------	-------	----------	-----------	---

Financial Training Date	Board Governance Training Date
11/21/2013	5/26/2016 6/9/2022
10/24/2017	09/28/2017 7/26/2022
6/11/2019	9/20/2022
Pending	Pending
11/27/2019	6/9/2022
Feb-20	7/26/2022
7/15/2022	4/22/2020
N/A	N/A
Pending	Pending
5/26/2016	08/22/12
6/9/2022	5/9/2022
7/1/2007	9/22/14; 2/23/15; 6/9/2022
7/1/2009	09/28/2017
8/3/2022	8/3/2022
7/26/2022	Pending
8/3/2022	7/12/2022
8/3/2022	8/3/2022
9/10/2016; 8/3/2022	5/26/2016
5/9/2022	5/9/2022

9/15/2015

5/26/2016

## **Citizens Budget Oversight Committee Table**

First Name	Last Name	Term Begin Date	Term End Date	Role/Title
Evelyn	Edney	N/A	N/A	Head of School, Ex-officio
Marsha	Horton	10/2013	10/2022	ECHS Board President
Ayeda	Silent	01/2019	10/2022	ECHS Board Treasurer, Chair
Charles	McDowell	07/2013	10/2021	Member
Joell	Whitley	10/2020	10/2021	Teacher Member
Ronald	Pinkett	06/2009	10/2022	Member
Richard	Riggs			DOE Representative



Financial Training Date
9/15/2015
6/9/2022
9/20/2022
06/09/20222
8/3/2022
9/28/2017
11/30/2015

**Appendix 1 - Data Source for Mission-Specific Goal(s)**

## ECHS Mission Specific Goal Outcomes

### Mission Specific Goal: College Readiness

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

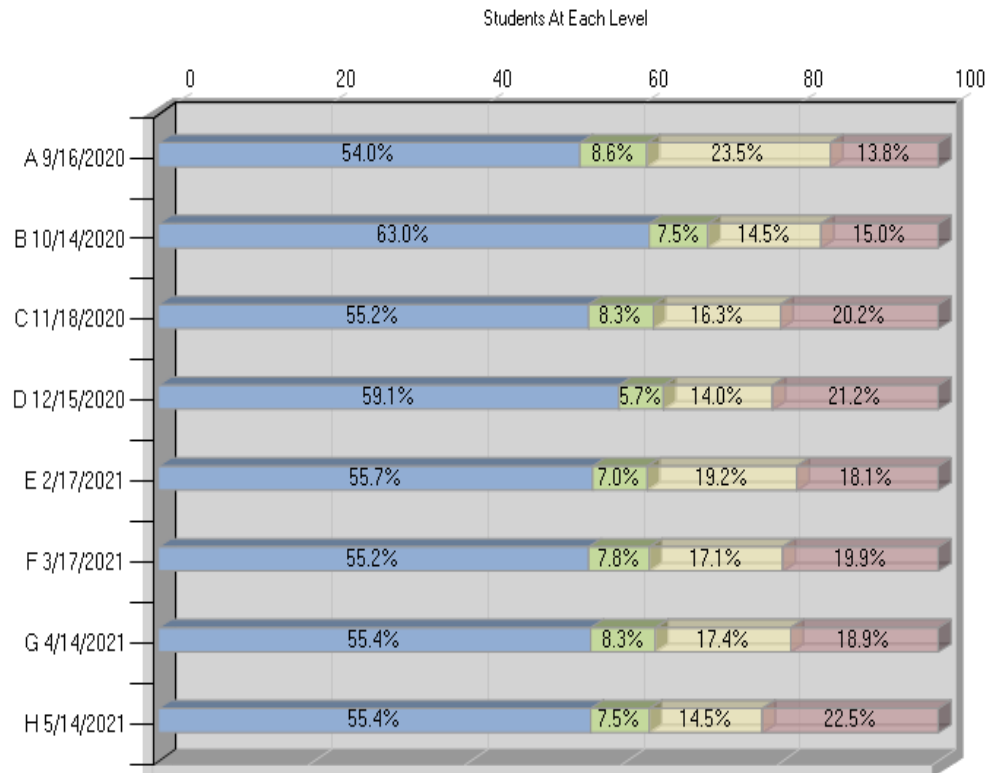
**Source: Performance Plus**

Blue: Ready

Green: Probably Ready

Yellow: Nearly Ready

Red: Not Ready



**Mission Specific Goal: College Credits Earned**

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

**Source: e-School Management**

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

**Appendix 2 - Curriculum Documents**

**<https://k12de->**

**[my.sharepoint.com/:f:/g/personal/john\\_carwell\\_doe\\_k12\\_de\\_us/Es2izDadi81Pn2w5d2jR9\\_UBXLudhMF8SAalxa2eMo4t4g?e=m7Ci61](https://k12de-my.sharepoint.com/:f:/g/personal/john_carwell_doe_k12_de_us/Es2izDadi81Pn2w5d2jR9_UBXLudhMF8SAalxa2eMo4t4g?e=m7Ci61)**

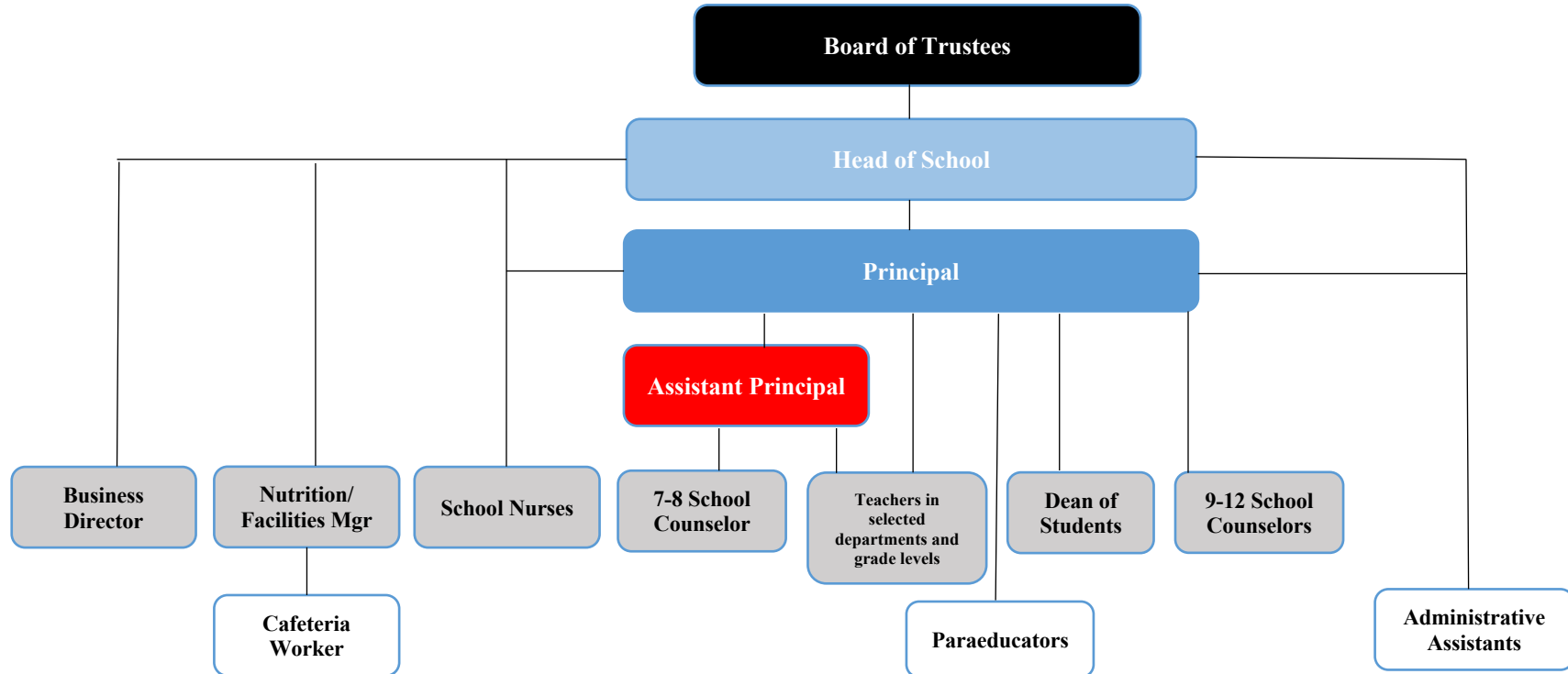
## **Appendix 3 - Current Organizational Chart**



# Early College School @ Delaware State University Organizational Flow Chart



## Administration

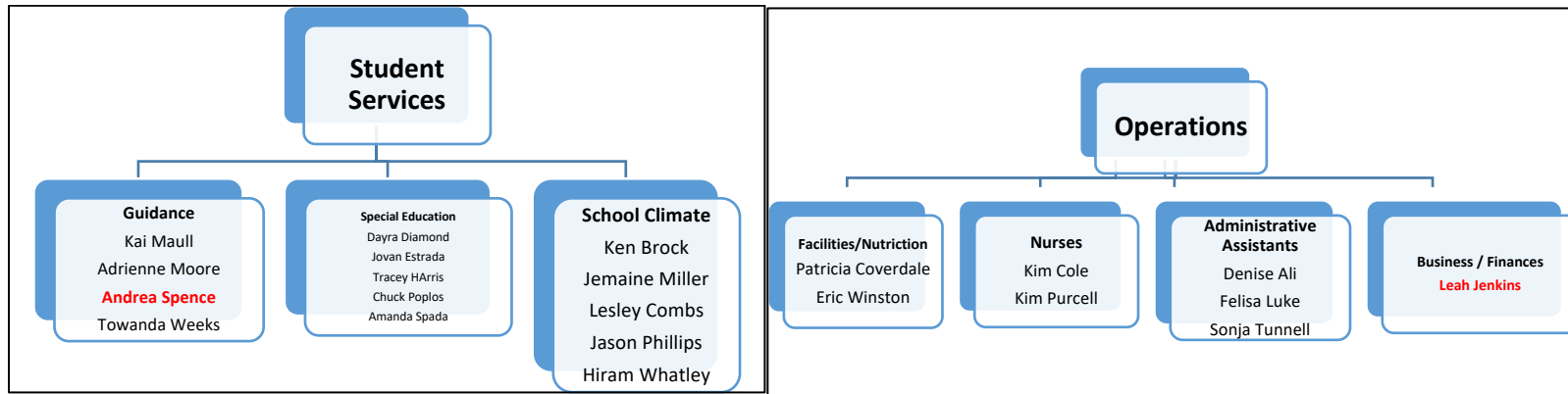
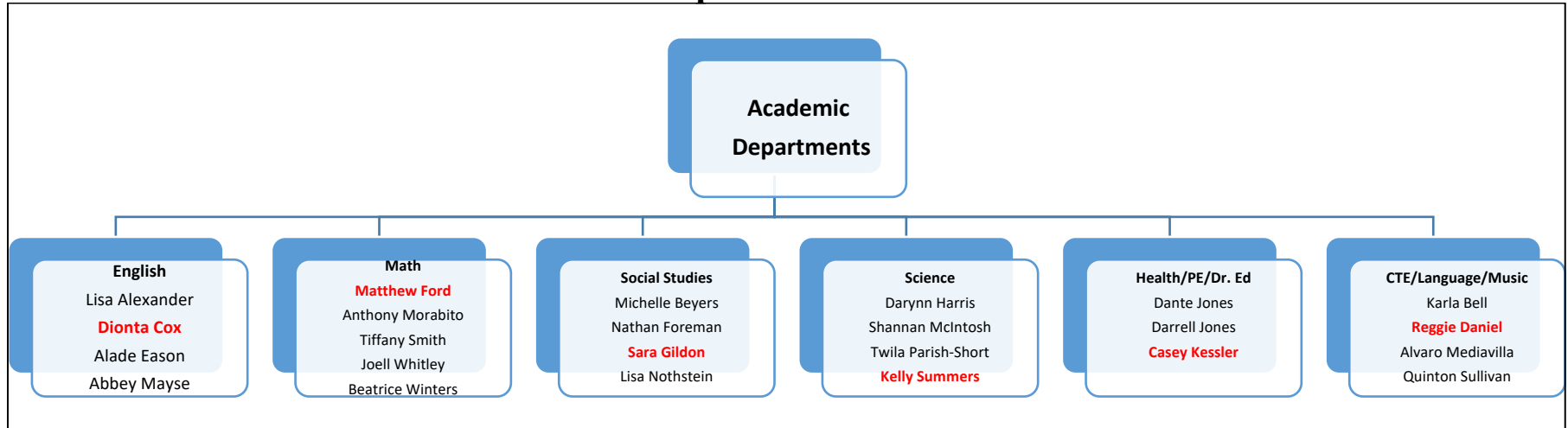




# Early College School @ Delaware State University Organizational Flow Chart



## Departments







# Early College School @ Delaware State University Organizational Flow Chart



Dr. Evelyn A. Edney Head of School	Nya McCants Principal	Dara Savage Assistant Principal
<ul style="list-style-type: none"> <li>Administrative Assistants</li> <li>After School Extra H.E.L.P. Program</li> <li>Athletics</li> <li>Overall Budget</li> <li>Communities in Schools</li> <li>Expansion</li> <li>Family and Community Engagement</li> <li>Business Manager</li> <li>Graduation</li> <li>Handbooks</li> <li>Home Communication</li> <li>Marketing</li> <li>Nurses</li> <li>Open Houses</li> <li>Parent Nights</li> <li>Staff Appreciation</li> <li>Start of School</li> <li>Teacher/Staff of the Year</li> <li>Transportation</li> <li>School Climate</li> <li>Security &amp; Safety</li> </ul>	<ul style="list-style-type: none"> <li>HS Academics</li> <li>HS Assessments</li> <li>HS Master Schedule</li> <li>Budget</li> <li>HS Career and Technical Education</li> <li>HS Discipline</li> <li>Dean of Students</li> <li>Drivers Education</li> <li>E.L.L.</li> <li>Information Security Officer</li> <li>HS Special Education: IEP/504</li> <li>HS Positive Behavior Support</li> <li>HS PLC</li> <li>HS School Counselors</li> <li>HS MTSS</li> <li>Psychologist</li> <li>Speech Therapist</li> <li>HS Counselors</li> <li>Special Education Coordinator</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>MS Academics</li> <li>MS Assessments</li> <li>MS Master Schedule</li> <li>Budget</li> <li>MS Discipline</li> <li>MS Special Education: IEP/504</li> <li>MS Student Activities</li> <li>MS Counselor</li> <li>MS Career and Technical Education</li> <li>MS PLC</li> <li>HS Positive Behavior Support</li> <li>HS MTSS</li> <li>Mentoring/New Teacher Academy</li> </ul>



# Early College School @ Delaware State University Organizational Flow Chart



## Academic Department Liaisons


<b>Leah Jenkins: Business Director</b>	
Copier Machines	
Financial Operations	
Human Resources	
Internal Accounts	
Key Cards/IDs	
Payroll (Time)	Summer Projects
Substitutes	Project Based Learning
Staff Absences	
Supply Requisition/Purchasing	
Transportation Contract, Trainings, Data	
Technology: Contract	

<b>Josie Spence &amp; Kimberly Purcell: School Nurses</b>	<b>Eric Winston: Facilities Coordinator; Assistant Athletic Director</b>
Covid Plan	
Student Health	Cafeteria/Nutrition



# Early College School @ Delaware State University Organizational Flow Chart



	Custodial/Maintenance
	Emergency Preparedness
	Facilities Liaison
	Vending

<b>Denise Ali Administrative Assistant Middle School</b>	<b>Sonja Tunnell Administrative Assistant High School</b>	<b>NEW CLERK</b>
Admissions/Enrollment	Attendance 9-10-11-12	After School Extra HELP
Attendance: 7-8	College Textbooks	
Ordering Supplies	Obligations	
Unit Count	Phones	
Marketing	Substitutes	
	Unit Count	

### Student Activities/Athletics

<b>Casey Kessler High School</b>	<b>Joell Whitley Middle School</b>	<b>Dante Jones High School</b>	<b>Eric Winston Middle School</b>
Class of 2026	Class of 2028	Football	
Class of 2025	Class of 2027	Volleyball	
Class of 2024		Cross Country	
Class of 2023		Cheerleading	
Business Professionals of America			
Hornets in Action: Denise Ali			
HOSA			

## **Appendix 4 - Board Governance Training Certificates/Documents**

Date of Report: 09/26/2022 08:18:46 AM EDT

[Download CSV](#)

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
1.	Savage	Dara	66347	dara.savage@ecs.k12.de.us	Administrative Assistant Principal, Secondary (Assoc.)	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
2.	Edney	Evelyn	1615	evelyn.edney@ecs.k12.de.us	Administrative Principal, Secondary	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
3.	McCants	Nyia	74575	nyia.mccants@ecs.k12.de.us	Administrative Principal, Secondary	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Completed

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
4.	Brock	Ken	104382	kenneth.brock@ecs.k12.de.us	Classroom Teacher, Secondary HANDICAP	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
5.	Diamond	Dayra	68586	dayra.diamond@echs.k12.de.us	Classroom Teacher, Secondary HANDICAP	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
6.	Poplos	Charles	73299	charles.poplos@ecs.k12.de.us	Classroom Teacher, Secondary HANDICAP	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
7.	Estrada	Jovan	90426	jovan.estrada@ecs.k12.de.us	Classroom Teacher, Secondary HANDICAP	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
8.	Bennett-McIntosh	Shannan	74274	shannan.mcintosh@ecs.k12.de.us	Classroom Teacher, Secondary, Biology	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
9.	Brickhouse	Rosetta	119676	Rosetta.Brickhouse@ecs.k12.de.us	Classroom Teacher, Secondary, Business Education, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
10.	Cox	Dionta	100274	Dionta.Cox@ecs.k12.de.us	Classroom Teacher, Secondary, English, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
11.	Mayse	Abbey	119510	abbey.mayse@ecs.k12.de.us	Classroom Teacher, Secondary, English, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
12.	Alexander	Lisa	137183	lisa.alexander@ecs.k12.de.us	Classroom Teacher, Secondary, English, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered



	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
13.	Eason	Alade	94439	alade.eason@ecs.k12.de.us	Classroom Teacher, Secondary, English, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
14.	Daniel	Reginald	10257	reginald.daniel@ecs.k12.de.us	Classroom Teacher, Secondary, General Music	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
15.	Bell	Karla	67050	karla.bell@ecs.k12.de.us	Classroom Teacher, Secondary, General Music	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
16.	Harris	Darrynn	76248	darrynn.harris@cr.k12.de.us	Classroom Teacher, Secondary, General Science	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
17.	Summers	KellyMarie	86266	kelly.summers@ecs.k12.de.us	Classroom Teacher, Secondary, General Science	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
18.	Parish-Short	twila	98006	twila.parish-short@ecs.k12.de.us	Classroom Teacher, Secondary, General Science	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
19.	Kessler	Casey	68036	casey.kessler@ecs.k12.de.us	Classroom Teacher, Secondary, Health & Physical Education, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
20.	Jones	Dante	80523	dante.jones@echs.k12.de.us	Classroom Teacher, Secondary, Health & Physical Education, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
21.	Morabito	Anthony	108397	anthony.morabito@ecs.k12.de.us	Classroom Teacher, Secondary, Math, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
22.	Winters	Beatrice	117153	beatrice.winters@ecs.k12.de.us	Classroom Teacher, Secondary, Math, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
23.	Smith	Tiffany	79867	tiffany.smith@ecs.k12.de.us	Classroom Teacher, Secondary, Math, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
24.	Whitley	Joell	94101	joell.whitley@ecs.k12.de.us	Classroom Teacher, Secondary, Math, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
25.	Jones	Darrell	76528	darrell.jones@ecs.k12.de.us	Classroom Teacher, Secondary, Safety & Driver Education	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
26.	Foreman	Nathan	107602	nathan.foreman@ecs.k12.de.us	Classroom Teacher, Secondary, Social Studies, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
27.	Byers	Michele	68873	michele.byers@ecs.k12.de.us	Classroom Teacher, Secondary, Social Studies, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
28.	Nothstein	Lisa	73943	lisa.nothstein@ecs.k12.de.us	Classroom Teacher, Teacher, Secondary, Social Studies, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
29.	Gildon	Sara	74180	sara.gildon@ecs.k12.de.us	Classroom Teacher, Teacher, Secondary, Social Studies, Comprehensive	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
30.	Mediavilla	Alvaro	112906	alvaro.mediavilla@ecs.k12.de.us	Classroom Teacher, Teacher, Secondary, Spanish	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
31.	Luke	Felisa	138677	felisa.luke@ecs.k12.de.us	General Support Clerk	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
32.	Tunnell	Sonja	74510	sonja.tunnell@echs.k12.de.us	General Support Clerk	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
33.	winston	eric	97527	eric.winston@ecs.k12.de.us	General Support Custodian	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
34.	Ali	Denise	108510	denise.ali@ecs.k12.de.us	General Support Secretary, Admin, Gen Admin	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
35.	Harris	Tracey	109613	tracey.harris@echs.k12.de.us	Instructional Support Paraeducator, Instructional, Regular Education	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
36.	Miller	Jermaine	104006	jermaine.miller@ecs.k12.de.us	Instructional Support Paraeducator, Instructional, Special Education	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered



	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
37.	Baynard	Cortney	107767	cortney.baynard@ecs.k12.de.us	Instructional Support Paraeducator, Instructional, Special Education	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
38.	Spada	Amanda	115498	amanda.spada@echs.k12.de.us	Instructional Support Paraeducator, Instructional, Special Education	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
39.	Combs	Lesley	138454	lesley.combs@ecs.k12.de.us	Instructional Support Paraeducator, Instructional, Special Education	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
40.	Demby	Robin	104255	robin.demby@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Completed
41.	Silent	Ayeda	105114	ayeda.silent@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Completed
42.	McDowell	Charles	106317	charles.mcdowell@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
43.	Chapman	Paige	109744	paige.chapman@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Completed
44.	Cobb	Dayna	110749	dayna.cobb@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Completed
45.	Jenkins	Leah	118198	leah.jenkins@echs.k12.de.us	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
46.	Vicks	Latricia	134805	latricia.vicks@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Completed
47.	Satterfield	Mary Sue	134844	sue.satterfield@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
48.	Lyons	Tahira	134858	tahira.lyons@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Completed

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
49.	Horton	Marsha	136131	marsha.horton@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
50.	Spangler	Sandy	136590	sandy.spangler@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
51.	Wilson	Juanita	136799	juanita.wilson@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
52.	Stewart	Courtney	136938	courtney.stewart@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Registered
53.	Gillis	Crystal	137445	crystal.gillis@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
54.	Hobbs	Lois	137473	lois.hobbs@echs.desu.edu	Other No current position	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
55.	Spence	Andrea	101521	andrea.spence@ecs.k12.de.us	Pupil Support Counselor, Secondary	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
56.	Weeks	Thowana	121407	thowana.weeks@ecs.k12.de.us	Pupil Support Counselor, Secondary	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
57.	Mauil	Kai	75276	Kai.Mauil@ecs.k12.de.us	Pupil Support Counselor, Secondary	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
58.	Spence	Josie	119494	josie.spence@echs.k12.de.us	Pupil Support Nurse	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
59.	Purcell	Kim	119986	kimberly.purcell@ecs.k12.de.us	Pupil Support Nurse	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
60.	Cole	Kimberly	72129	kimberly.cole@ecs.k12.de.us	Pupil Support Nurse	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered



	Last Name	First Name	Employee Id	Email	Demographics	Sites	Course	Course Number	Office	Status
61.	Whatley	Hiram	119463	hram.whatley@ecs.k12.de.us	Pupil Support Paraeducator, Service, Student Support	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered
62.	winters	phillip	133229	phillip.winters@ecs.k12.de.us	Pupil Support Paraeducator, Service, Student Support	Early College High School at Delaware State	Financial Responsibility Training – Charter Board and Citizen Budget Oversight Committee Members	26379	Department of Education	Not Registered

## **Appendix 5 - Board Member and School Leader Succession Plans**

## SUCCESSION PLANNING

In order to maintain continuity of leadership and ensure a smooth transition, a process for succession planning was developed and approved by the Board Executive Committee. The plan would include the following steps:

- Celebrate the journey
- Identify a successor. Consider:
  - Education/Training
  - Relevant Experiences
- Develop timeline for succession – allow for overlap of Successor and person leaving (predecessor)
- Communicate plan to Board
- Provide Mentoring to Successor – what type of training would that person need? What types of experiences (e.g., shadowing predecessor).
- Allow the Successor to celebrate their journey to this leadership role

Currently, succession plans are in progress for the President of the Board and three Committee Chairs.

## **Appendix 6 - Current Board Bylaws**

**EARLY COLLEGE SCHOOL**  
**AT**  
**DELAWARE STATE UNIVERSITY, INC.**

----  
**B Y L A W S**  
----

ARTICLE I

OFFICES AND PURPOSE

Section 1. Registered Office. The registered office shall be located at Delaware State University, Administration Building, 1200 N. DuPont Highway, Dover, in the County of Kent, State of Delaware.

Section 2. Other Offices. The Corporation also may have offices at such other places both within and without the State of Delaware as the Board of Directors may from time to time determine or the business of the Corporation may require.

Section 3. Purposes. The purposes of the Corporation are to promote charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”), or the corresponding provision of any subsequent federal tax law, by engaging solely in activities relating to the operation of a public charter middle and high school, known as the Early College School at Delaware State University (the “Charter School”), pursuant to the provisions of Title 14, Delaware Code, Chapter 5. Specifically, the Corporation’s mission shall be to provide highly motivated students with an advanced curriculum such that all students graduate with one to two years of college credits leading to four year college completion. The school shall provide a safe, caring and nurturing environment that develops academic and social skills, and personal character traits, necessary for successful college completion, with a special focus on first generation college attenders.

Section 4. Limitation on Corporate Activities. The Corporation's business and activities shall be limited to the opening and operation of a Charter School under the provisions of Title 14, Delaware Code, Chapter 5, before school programs, after school programs and educationally related programs offered outside the traditional school year.

## ARTICLE II

### MEMBER

Section 1. Members. The Corporation shall be a membership corporation and shall have no authority to issue capital stock. The sole member of the corporation shall be Delaware State University.

Section 2. Voting by the Member. Action taken by Delaware State University as the sole member of the Corporation shall be taken by the University's Board of Trustees or as otherwise authorized or delegated by such Trustees.

## ARTICLE III

### MEETINGS OF MEMBER

Section 1. Place of Meetings. All meetings of the sole Member for the election of directors shall be held at such place as may be fixed from time to time by the Board of Directors, or at such other place either within or without the State of Delaware as shall be designated from time to time by the Board of Directors and stated in the notice of the meeting. Meetings of the sole Member for any other purpose may be held at such time and place, within or without the State of Delaware, as shall be stated in the notice of the meeting or in a duly executed waiver of notice thereof.

Section 2. Annual Meeting. Annual meetings of sole Member shall be held on such date and at such time as shall be designated from time to time by the Board of Directors and

stated in the notice of the meeting, at which meeting it shall elect by a plurality vote a Board of Directors and transact such other business as may properly be brought before the meeting.

Section 3. Notice of Annual Meeting. Notice of the annual meeting stating the place, date, and hour of the meeting shall be given to each Member entitled to vote at such meeting not less than ten nor more than sixty days before the date of the meeting.

Section 4. Special Meetings. Special meetings of the sole Member, for any purpose or purposes, unless otherwise prescribed by statute or by the Certificate of Incorporation, may be called by the President of the Corporation, and shall be called by the President or Secretary at the request in writing of a majority of the Board of Directors or at the request in writing of the sole Member. Such request shall state the purpose or purposes of the proposed meeting provided that the sole Member may consider any business that it may determine to consider.

Section 5. Notice of Special Meeting. Notice of a special meeting stating the place, date, and hour of the meeting and the purpose or purposes for which the meeting is called, shall be given no less than 10 days and no more than 20 days in advance.

Section 6. Remote Communication. Notwithstanding anything in these Bylaws to the contrary, the Board of Directors or the sole Member may, in its sole discretion, determine that any meeting of the sole Member shall not be held at a place, but instead shall be held solely by means of remote communications as authorized by this Section 6. If so authorized, and subject to such guidelines and procedures as the Board of Directors or sole Member may adopt, the sole Member and proxyholder may, by means of remote communication:

- (A) participate in a meeting of the sole Member; and

(B) be deemed present in person and vote at a meeting of the sole Member whether such meeting is to be held at a designated place or solely by means of remote communication, provided that (i) the Corporation shall implement reasonable measures to verify that each person deemed present and permitted to vote at the meeting by means of remote communication is the sole Member or proxyholder, (ii) the Corporation shall implement reasonable measures to provide the sole Member or proxyholder a reasonable opportunity to participate in the meeting and to vote on matters submitted to the Member, including an opportunity to read or hear the proceedings of the meeting substantially concurrently with such proceedings, and (iii) if the sole Member or proxyholder votes or takes other action at the meeting by means of remote communication, a record of such vote or other action shall be maintained by the Corporation.

Section 7. Quorum. At all meetings of the sole Member, the presence of the sole Member shall constitute a quorum for the transaction of business except as otherwise provided by statute or in the Certificate of Incorporation. The sole Member may adjourn the meeting from time to time, without notice other than announcement at the meeting.

Section 8. Action by Sole Member. The sole Member, whether acting in person or by proxy shall decide any question brought before such meeting, unless the question is one on which, by express provision of the statutes or the Certificate of Incorporation, a different vote is required, in which case such express provision shall govern and control the decision of such question.

Section 9. Proxy. At any meeting of the sole Member, the sole Member may vote by proxy. Without limiting the manner in which the sole Member may authorize another person or persons to act for such Member as proxy, the sole Member may authorize another



person or persons to act as such Member's proxy either in a writing executed by such Member or by electronic transmission as permitted by applicable law.

Section 10. Consent. Unless otherwise provided in the Certificate of Incorporation, any action required to be taken at any annual or special meeting of the sole Member of the Corporation, or any action which may be taken at any annual or special meeting of such Member, may be taken without a meeting, without prior notice and without a vote, if a consent in writing setting forth the action so taken shall be signed and dated by the sole Member (or proxyholder for such Member) and delivered to the Corporation as provided by applicable law. An electronic transmission consenting to an action to be taken and transmitted by the sole Member or proxyholder, or by a person or persons authorized to act for such Member or proxyholder, shall be deemed to be written, signed, and dated for the purposes of these Bylaws, provided that any such electronic transmission sets forth or is delivered with information from which the Corporation can determine (A) that the transmission was transmitted by the Member or proxyholder or by a person or persons authorized to act for the Member or proxyholder and (B) the date on which such Member or proxyholder or authorized person or persons transmitted such transmission. Any consent by means of an electronic transmission shall be deemed to have been signed on the date on which such transmission was transmitted. No consent given by electronic transmission shall be deemed to have been delivered until such consent is reproduced in paper form and until such paper form shall be delivered to the Corporation as provided by applicable law.

#### ARTICLE IV

#### DIRECTORS

Section 1. Number and Election. The Board shall consist of such number of Directors, at least nine (9) but not more than seventeen (17), as may be determined from time to time by resolution of the Board to ensure appropriate oversight of the organization's activities. The directors shall be elected at the annual meeting of the sole Member, upon nomination by the Nominating Committee, except as provided in Section 3 of this Article, and each director elected shall hold office until such director's successor is elected and qualified.

Section 2. Membership. The Board shall consist of at least two (2) persons who are a parent or guardian of a student attending the Charter School and at least one (1) person who is a teacher at the Charter School. Two parent representatives shall be persons nominated by the Charter School's parent teacher organization and shall count against the limit of members provided in Section 1 of this Article. The teacher representative on the Board shall be a teacher nominated by the faculty of the Charter School and shall count against the limit of members provided in Section 1 of this Article. The School Leader of the Charter School shall be an *ex officio* non-voting member of the Board and shall not count against the limit of members provided in Section 1 of this Article. A Charter School student nominated by the School Leader of the Charter School shall be a non-voting advisory member of the Board and shall not count against the limit of members provided in Section 1 of this Article.

Section 3. Term. Directors shall serve a term of three (3) years except in the case of the initial directors who shall be elected for one, two or three year terms in order to create a staggered election system. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and taken office. Terms shall be staggered so that approximately one-third (1/3) of the Board shall stand for nomination and election each year to assure some continuity. Directors

shall be limited to three consecutive terms of three years, plus any partial initial term of less than three years that any such director might serve. Notwithstanding the foregoing, (i) the teacher representative on the Board selected pursuant to Section 2 of this Article shall serve a term of one (1) year, shall be limited to three consecutive terms of one year and in no event shall serve in that capacity after that person is no longer a teacher at the Charter School and a Charter School student appointed as an advisory board member shall serve at the pleasure of the Principal.

Section 4. Removal. A director, including a non-voting director, may be removed from office, with or without cause, by the sole Member of the Corporation at any time.

Section 5. Vacancies. Vacancies and newly created directorships resulting from any increase in the authorized number of directors shall be filled by action of the sole Member.

Section 6. General Powers. The business of the Corporation shall be managed by its Board of Directors, which shall have and exercise full power in the management and conduct of the business and affairs of the Corporation and do all such lawful acts and things as are not by statute or by the Certificate of Incorporation or by these bylaws directed or required to be exercised or done by the sole Member; provided, however, that the Board of Directors shall not be authorized to engage in any activity that would cause the Corporation to cease to qualify as an organization described in Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

Section 7. Compensation. The directors may be paid their expenses, if any, of attendance at each meeting of the Board of Directors but shall not be paid a fixed sum for attendance at any meeting of the Board of Directors or receive a stated salary as director.

Section 8. Founding Board. Notwithstanding the foregoing, the Founding Board of Directors, with the responsibility to organize the Charter School, and obtain its charter from

the State Board of Education, shall consist of such persons elected by the Sole Member and who shall serve until the Sole Member elects directors meeting the qualifications of Section 2 above.

## ARTICLE V

### MEETINGS OF DIRECTORS

Section 1. Place of Meetings. The Board of Directors of the Corporation may hold meetings, both regular and special, either within or without the State of Delaware.

Section 2. First Meetings. The first meeting of each newly elected Board of Directors shall be held at such time and place as shall be fixed by the vote of the sole Member at the annual meeting and no notice of such meeting to the newly elected directors shall be necessary in order legally to constitute the meeting, provided a quorum be present. In the event of the failure of the sole Member to fix the time or place of such first meeting of the newly elected Board of Directors, or in the event such meeting is not held at the time and place so fixed by the sole Member, the meeting may be held at such time and place as shall be specified in a notice given as hereinafter provided for special meetings of the Board of Directors, or as shall be specified in a written waiver signed by all of the directors.

Section 3. Regular Meetings. Regular meetings of the Board of Directors may be held without notice at such time and at such place as from time to time shall be determined by the Board.

Section 4. Special Meetings. Special meetings of the Board of Directors may be called by the President on one day's notice to each director, either personally or by mail or by electronic transmission. Special meetings shall be called by the President or Secretary in like manner and on like notice on the written request of two directors.

Section 5. Quorum. At all meetings of the Board of Directors, a majority of directors constituting the whole Board of Directors shall constitute a quorum for the transaction of business. Non-voting members shall not be counted for purposes of establishing a quorum. The act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as otherwise may specifically be provided by statute or in the Certificate of Incorporation. If a quorum shall not be present at any meeting of the Board of Directors, the directors present thereat may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum be present.

Section 6. [Reserved]

Section 7. Teleconference Meetings. Directors, or the members of any committee of the Board of Directors, may participate in any meeting of the Board of Directors or such committee by means of conference telephone or other communications equipment by means of which all persons participating therein can hear each other, and participation in a meeting by such means shall constitute presence in person at such meeting.

Section 8. FOIA Compliance. Notwithstanding anything to the contrary herein, meetings of the Board of Directors, including public notices thereof, and the activities of the Corporation shall be conducted in accordance with the requirements of the Delaware Freedom of Information Act, Title 29, Delaware Code, Chapter 100.

Section 9. Advisory Board. The Board may appoint an Advisory Board or Boards with such role(s) as the Board may determine.

## ARTICLE VI

### COMMITTEES OF DIRECTORS

Section 1. Standing Committees of the Board.

A. The Board shall establish standing committees of limited scope to advise the Board concerning matters which are within the authority of the Board. Membership on standing committees is limited to Board members and such other appointees as may be appointed by the President and approved by the Board provided that at least a majority of the members of all committees must be members of the Board, except the Executive Committee which shall consist of Board members only, and provided further that any action taken by any committee must be approved by Directors constituting at least a majority of the committee. The standing committees of the Board shall be the Executive, Academic Affairs, Audit, Development, Finance and Facilities, Marketing and Student Recruitment, Personnel, and Nominating. The President shall appoint the Chairs and membership of all standing committees with the approval of the Directors. Matters which may be taken to the Board for action may, where appropriate, be referred to a Board committee by the President in order that the committee may recommend a course of action to the Board. The School Leader of the Charter School shall be an *ex officio*, non-voting, member of all Board standing committees.

B. The Executive Committee shall consist of the President, Vice-President, Treasurer and two other directors appointed by the President and approved by the Board. The President of the Board shall be the Chair and shall preside at all meetings of the Executive Committee. A majority of the members shall constitute a quorum for the transaction of business. In any interval between the regular meetings of the Board, the Executive Committee shall have the authority to act on behalf of the Board when a majority of the Executive Committee deems such action necessary for the welfare of the Corporation; provided that the Executive Committee shall not have the power i) to amend the certificate of incorporation; ii) to amend, alter or repeal the

Bylaws or adopt new bylaws; iii) to fill vacancies in or remove members of the Board or of any committee appointed by the Board; iv) to adopt a plan of merger or adopt a plan of consolidation with another corporation; v) to authorize the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Corporation; vi) to authorize the voluntary dissolution of the Corporation or revoke proceedings therefor; vii) to adopt a plan for the distribution of the assets of the Corporation; or viii) to amend, alter or repeal any resolution of the Board which by its terms provides that it shall not be amended, altered or repealed by such committee. The Executive Committee shall report its actions at the next regularly scheduled meeting of the Board. The Executive Committee shall also be responsible for monitoring and evaluating the School's compliance with all laws and regulations as well as the performance of Directors as directors of the corporation.

C. The Academic Affairs Committee shall review and advise the Board with respect to matters pertaining to the Charter School's academic programs and school climate. The Academic Affairs Committee is comprised of members of the Board with a background and/or educational training in education. In addition, the Teacher Representative and Student Member of the Board will serve on this committee.

D. The Audit Committee shall recommend to the Board the appointment of the Corporation's auditors based on proposals from the administration, receive and review the report of the Corporation's auditors and seek to ensure the integrity of the audit process. At least a majority of the members of the Audit Committee shall not be members of the Finance and Facilities Committee.

E. The Development Committee leads the Board's participation in resource development and fund raising. The committee works with the School Leader and his/her assigned staff to develop the organization's fund development plan. It helps educate Board members about the resources needed to realize the organization's plans and fulfill its mission, and how the Board can best support fundraising activities. This committee is comprised of Board members with expertise or a strong interest in resource development and fundraising. It may include non-Board community members with similar expertise and/or experience.

F. The Finance and Facilities Committee shall have responsibility for advising the Board with respect to financial matters. This includes long-range plans for physical plant and campus development, property acquisitions and disposals, and all other property matters which might arise. It shall periodically review the adequacy and condition of capital assets, and deal with other capital issues as directed by the Board. The Finance and Facilities Committee is comprised of Board members with expertise and/or experience in financial and/or facilities management.

G. The Marketing and Student Recruitment Committee leads the Board's participation in the marketing and student recruitment efforts of the Charter School. This may include assisting the school with plan/strategy development and implementation, including attendance at events. This committee will assist the School with fostering new relationships to support marketing and student recruitment. This committee includes Board members with expertise or a strong interest in marketing and student recruitment.

H. The Nominating Committee shall be comprised of at least three (3) members of the Board, consisting of the immediate past President of the Board still serving on the Board, plus the current President of the Board and the next most recent past President. If applying these criteria fails to produce a membership of three (3), the Board President will complete the



membership selection by appointing the current or a recent former Vice President or another member of the Board. The Nominating Committee shall recommend directors for election at the Annual Meeting of the Sole Member pursuant to Article III, Section 2 and to fill vacancies pursuant to Article IV, Section 5 and shall recommend a slate of officers to be elected pursuant to Article VIII, Section 1. A candidate for office shall not participate in the deliberations by the Nominating Committee for that office.

I. The Personnel Committee is responsible for the evaluation of the School Leader and consulting with the School Leader on all HR policies. Annually performance measures and metrics for the School Leader are developed and then reviewed and approved by the Board. This committee also makes the initial recommendation to the Board regarding the School Leader bonus. The Personnel Committee shall include at least three (3) Board members. The Committee member assigned to conduct the state evaluation is required to attend state trainings related to School Leader/Administrator evaluation, if applicable to the School Leader.

J. All Delaware school districts and charter schools are required to maintain a Citizens Budget Oversight Committee ("CBOC") in order to provide the public with transparency and an opportunity for oversight. The CBOC shall be comprised of at least 5 members with at least one member an educator from the School, one member a parent whose child currently attends the School, and two members (may be inclusive of the previous two required members) with personal or professional experience that would lend expertise in charter school financial oversight, and one Delaware Department of Education liaison. The CBOC) will meet, jointly with the Board's Finance and Facilities Committee, at its October, February, and June meetings.

Section 2. Special Committees of the Board. The Board may establish special committees of limited duration to advise the Board concerning specific matters within the authority of the Board. Membership on special committees is limited to Board members and such other appointees as may be appointed by the President and approved by the Board.

Section 3. Committee Authority. Each committee established by the Board shall have only such authority as shall be assigned to it in these bylaws or by Board delegation subject in all events to the limitations of Section 1, paragraph B of this Article.

Section 4. Minutes. Each committee shall keep regular minutes of its meetings and report the same to the Board of Directors when required.

## ARTICLE VII

### NOTICES

Section 1. Form of Notice. Whenever, under the provisions of the statutes or the Certificate of Incorporation or these Bylaws, such notice may be given (a) by personal delivery, (b) by mail, addressed to such director or Member, at his or her address as it appears on the records of the Corporation, with postage thereon prepaid, (b) by courier service (including, without limitation, Federal Express), (c) by facsimile telecommunication (directed to the facsimile telecommunication number at which the director or Member has consented to receive notice), (d) by electronic mail (directed to the electronic mail address at which the director or Member has consented to receive notice), or (e) by other form of electronic transmission pursuant to which the director or Member has consented to receive notice. Notice given by mail shall be deemed to be given at the time when the same is deposited in the United States mail. Notice by courier service shall be deemed to have been given when the same is deposited with such courier service for next business day delivery or delivery within three (3) business days.

Notice given by electronic transmission pursuant to this Section 1 shall be deemed to have been given: (1) if by facsimile telecommunication, when directed to a facsimile telecommunication number at which the director or Member has consented to receive notice; (2) if by electronic mail, when directed to an electronic mail address at which the director or Member has consented to receive notice; and (3) if by any other form of electronic transmission, when directed to the director or Member. An affidavit of the secretary or an assistant secretary or other officer or agent of the Corporation that the notice has been given by personal delivery, by mail, by courier service, or by a form of electronic transmission shall, in the absence of fraud, be prima facie evidence of the facts stated therein.

Section 2. Waiver of Notice. Whenever any notice is required to be given under the provisions of the statutes or the Certificate of Incorporation or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to said notice, or by electronic transmission (provided that the electronic transmission either sets forth or is submitted with information from which it can be determined that the electronic transmission was authorized by the director(s) or Member entitled to said notice), whether such waiver is given before or after the time of the event for which notice is required to be given, shall be deemed equivalent to such notice.

## ARTICLE VIII

### OFFICERS

Section 1. Officers. The officers of the Corporation shall be chosen by the Board of Directors and shall initially be a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may appoint such other officers and agents as it shall deem necessary who shall hold their offices for such terms and exercise such powers and perform such duties as shall

be determined from time to time by the Board of Directors. Any number of offices may be held by the same person, unless the Certificate of Incorporation or these bylaws otherwise provides.

Section 2. Compensation. The salaries, if any, of all officers and agents of the Corporation shall be fixed by the Board of Directors.

Section 3. Term, Removal, and Vacancies. The officers of the Corporation shall hold office until their successors are chosen and qualify. Any officer elected or appointed by the Board of Directors may be removed at any time by the affirmative vote of a majority of the Board of Directors. Any vacancy occurring in any office of the Corporation shall be filled by the Board of Directors.

Section 4. President. The President shall be the chief executive officer of the Corporation, shall preside at all meetings of the sole Member and the Board of Directors, shall see that all orders and resolutions of the Board of Directors are carried into effect, and shall perform the duties that usually pertain to this office. When so directed by the Board of Directors, the President shall execute bonds, mortgages, and other contracts requiring a seal, under the seal of the Corporation, except where required or permitted by law otherwise to be signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the Corporation.

Section 5. Vice President. In the absence of the President, or in the event of the inability or refusal of the President to act, the Vice President, or in the event that there be more than one Vice President, the Vice Presidents in the order designated by the Board of Directors (or in the absence of any designation, then in the order of their election) shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon

the President. The Vice Presidents shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe.

Section 6. Secretary. The Secretary shall attend all meetings of the Board of Directors and all meetings of the sole Member and record all the proceedings of the meetings of the Corporation and of the Board of Directors in a book to be kept for that purpose and shall perform like duties for the standing committees when required. The Secretary shall give, or cause to be given, notice of all meetings of the Members and special meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the Board of Directors or President, under whose supervision he or she shall be. The Secretary shall have custody of the corporate seal of the Corporation and shall have authority to affix the same to any instrument requiring it and, when so affixed, it may be attested by his or her signature. The Board of Directors may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing by his or her signature.

Section 7. Assistant Secretary. The Assistant Secretary, if any, or if there be more than one, the Assistant Secretaries in the order determined by the Board of Directors (or if there be no such determination, then in the order of their election), shall, in the absence of the Secretary or in the event of his or her inability or refusal to act, perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe. The Assistant Secretary shall have authority to affix the corporate seal of the Corporation to any instrument requiring it and, when so affixed, it may be attested by his or her signature.

Section 8. Treasurer. The Treasurer shall have the custody of all funds, notes, bonds, and other evidences of property of the Corporation, and shall keep full and accurate accounts

of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. The treasurer shall arrange for disbursements of the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the President and the Board of Directors, at its regular meetings, or when the Board of Directors so requires, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation. If required by the Board of Directors, the Treasurer shall give the Corporation a bond (which shall be renewed every year) in such sum and with such surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of his or her office and for the restoration to the Corporation, in case of his or her death, resignation, retirement, or removal from office, of all books, papers, vouchers, money, and other property of whatever kind in his or her possession or under his or her control and belonging to the Corporation. The Treasurer shall supervise the Corporation's timely preparation and filing of financial statements and tax filings.

Section 9. Assistant Treasurer. The Assistant Treasurer, if any, or if there be more than one, the Assistant Treasurers in the order determined by the Board of Directors (or if there be no such determination, then in the order of their election), shall, in the absence of the Treasurer or in the event of his or her inability or refusal to act, perform the duties and exercise the powers of the Treasurer and shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe.

## ARTICLE IX

## INDEMNIFICATION

Section 1. Indemnification. (a) The Corporation shall indemnify, to the full extent that it shall have power under applicable law to do so and in a manner permitted by such law, any person made or threatened to be made a party to, or otherwise involved (including as a witness) in any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (hereinafter, a “Proceeding”), by reason of the fact that such person is or was a director or officer of the Corporation, or, while serving as a director or officer of the Corporation, is or was serving at the request of Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, including service with respect to an employee benefit plan (collectively, “Another Enterprise”).

(b) The Corporation may indemnify, to the full extent that it shall have power under applicable law to do so and in a manner permitted by such law, any person made or threatened to be made a party to, or otherwise involved (including as a witness) in any Proceeding, by reason of the fact that such person is or was an employee or agent of the Corporation, or, while serving as an employee or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise.

Section 2. Advancement of Expenses. (a) With respect to any person made or threatened to be made a party to, or who is otherwise involved (including as a witness) in, any threatened, pending, or completed Proceeding, by reason of the fact that such person is or was a director or officer of the Corporation or, while serving as a director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise, the Corporation shall pay the expenses (including attorneys’ fees) incurred by such person in defending any such Proceeding in advance of its final disposition (hereinafter an

“advancement of expenses”); provided, however, that any advancement of expenses shall be made only upon receipt of an undertaking (hereinafter an “undertaking”) by such person to repay all amounts advanced if it shall ultimately be determined by final judicial decision from which there is no further right to appeal (hereinafter a “Final Adjudication”) that such person is not entitled to be indemnified for such expenses under this Article IX or otherwise.

(b) With respect to any person made or threatened to be made a party to, or who is otherwise involved (including as a witness) in, any Proceeding, by reason of the fact that such person is or was an employee or agent of the Corporation, or, while serving as an employee or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise, the Corporation may, in its discretion and upon such terms and conditions, if any, as the Corporation deems appropriate, pay the expenses (including attorneys’ fees) incurred by such person in defending any such Proceeding in advance of its final disposition; provided, however, that any advancement of expenses shall be made only upon receipt of an undertaking by such person to repay all amounts advanced if it shall ultimately be determined by Final Adjudication that such person is not entitled to be indemnified for such expenses under this Article IX or otherwise.

Section 3. Suits Initiated By A Director or Officer. Anything in Section 1(a) or Section 2(a) of this Article IX to the contrary notwithstanding, with respect to a Proceeding initiated against the Corporation by a person who is or was a director or officer of the Corporation (whether such Proceeding is initiated by reason of such person’s capacity as a director or officer, by reason of such person’s capacity as a director, officer, employee, or agent of Another Enterprise, or by reason of any other capacity), the Corporation shall not be required to indemnify such person in connection with such Proceeding or advance the expenses (including attorneys’ fees) incurred



by such person in connection with such Proceeding, unless such Proceeding was authorized in advance by the Board of Directors of the Corporation.

Section 4. Contract Rights. With respect to any person made or threatened to be made a party to, or who is otherwise involved (including as a witness) in any Proceeding, by reason of the fact that such person is or was a director or officer of the Corporation, or, while serving as a director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise, the rights to indemnification and to the advancement of expenses conferred in Sections 1(a) and 2(a) of this Article IX shall be contract rights.

Section 5. Suits Seeking Enforcement of Claims. If an officer or director of the Corporation (or a person serving at the request of the Corporation as a director or officer of Another Enterprise) is successful in whole or in part in any suit brought to enforce a right under Section 1(a) of this Article IX with respect to indemnification or under Section 2(a) of this Article IX with respect to the advancement of expenses, or in any suit brought by the Corporation to recover an advancement of expenses (whether pursuant to the terms of an undertaking or otherwise), the person seeking to enforce a right to indemnification or an advancement of expenses hereunder or the person from whom the Corporation sought to recover an advancement of expenses, as the case may be, shall be entitled to be paid by the Corporation the reasonable expenses (including attorneys' fees) of prosecuting or defending such suit.

Section 6. Non-Exclusive Rights. The indemnification and advancement of expenses provided in this Article IX shall not be deemed exclusive of any other rights to which any person may be entitled under any bylaw, agreement, vote of the sole Member or disinterested directors, or otherwise, both as to action in such person's official capacity and as to action in

another capacity while holding such office, and shall continue as to a person who has ceased to be such director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such person.

Section 7. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article IX or otherwise.

Section 7. Code Section 4958. Notwithstanding anything in this Article IX to the contrary, the Corporation shall be authorized to provide indemnification and advancement of expenses to any person who is or was serving as a director, officer, employee, or agent of the Corporation, or to any person who is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise only if and only to the extent that such indemnification or advancement of expenses will not result in the imposition of tax under Code Section 4958.

## ARTICLE X

### GENERAL PROVISIONS

Section 1. Dissolution or Liquidation. In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall, except as otherwise may be provided by law, transfer all of the assets of the Corporation in such manner as the directors, in the exercise

of their discretion, may by a majority vote determine; provided, however, that upon said liquidation, dissolution, or winding up of the affairs of the Corporation, its assets shall be distributed to Delaware State University if it then is an organization described in Section 501(c)(3) of the Code, and provided further that if Delaware State University is not then such an organization, then such transfer shall be to (a) one or more organizations or entities described in Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law; or (b) the Federal Government or a Delaware or local government for a public purpose; or (c) if pursuant to a decree of a court with jurisdiction, another organization to be used in such manner as in the judgment of such court will best accomplish the general purposes for which the Corporation is herein organized.

Section 2. Annual Statement. The Board of Directors shall present at each annual meeting, and at any special meeting of the sole Member when called for by the sole Member, a full and clear statement of the business and condition of the Corporation.

Section 3. Contracts. The Board of Directors may authorize any officer or officers or agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or may be confined to specific instances.

Section 4. Checks. All checks, drafts, or orders for the payment of money, and notes of the Corporation or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers or such other person or persons, and in such manner, as the Board of Directors from time to time may determine by resolution. In the absence of such determination by the Board of Directors, such instruments shall be signed by the

Treasurer or an Assistant Treasurer and countersigned by the President or a Vice President of the Corporation.

Section 5. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select; provided, however, that this Section 5 shall not be construed as allowing the Board of Directors to authorize the retention of any funds in any manner that would prevent the Corporation from continuing to be exempt from federal taxation under Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

Section 6. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for any purpose of the Corporation; provided, however, that this Section 6 shall not be construed as allowing the Board of Directors to accept any gifts in any manner that would prevent the Corporation from continuing to be exempt from federal taxation under Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

Section 7. Fiscal Year. The fiscal year of the Corporation shall end on the last day of June in each year unless the Board of Directors shall determine otherwise.

Section 8. Seal. The corporate seal shall have inscribed thereon the name of the Corporation, the year of its organization, and the words “Corporate Seal, Delaware”. The seal may be used by causing it or a facsimile thereof to be impressed or affixed or reproduced or otherwise.

Section 9. Electronic Transmission. For purposes of these Bylaws, “electronic transmission” means any form of communication, not directly involving the physical transmission of paper, that creates a record that may be retained, retrieved, and reviewed by a

recipient thereof, and that may be directly reproduced in paper form by such a recipient through an automated process.

## ARTICLE XI

### AMENDMENTS

Section 1. Amendments. These bylaws may be altered or repealed at any regular meeting of the sole Member or of the Board of Directors, or at any special meeting of the sole Member or of the Board of Directors if notice of such alteration or repeal be contained in the notice of such special meeting; provided, however, that in any event, no such amendment or repeal shall permit the addition or deletion of any provision the inclusion or absence of which, as the case may be, would cause the Corporation to cease to qualify for exemption from taxation under Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

END OF BYLAWS

## **Appendix 7 - Up-to-date Certificate of Occupancy**

# The City of Dover

## Certificate of Occupancy

**PERMANENT**

Issue Date . . . . . 09/27/2022  
Parcel Number . . . . . ED-05-057.00-01-210.000-000  
Property Address . . . . . 1200 N DUPONT HWY  
Owner . . . . . DELAWARE STATE UNIVERSITY  
Contractor . . . . . AMAKOR INC  
Application year-number 22-00000668

Approved . . . . .

Mary Ellen Gray  
Building Official

9/27/22  
Date

VOID UNLESS SIGNED BY BUILDING OFFICIAL

## **Appendix 8 - Up-to-date Fire Inspection Certificate**





Office of the State Fire Marshal
Fire Protection System(s)
Annual Certificate of Inspection



OWNER OF THE PROPERTY

Name: DE STATE UNIVERSITY Owner's Address: 1200 N. DUPONT HWY DOVER DE 19901

BUILDING/FACILITY

Name: LEARNING COMMONS/ ECHS Address of the Building 1200 N. DUPONT HWY DOVER DE 19901

TENANT / OCCUPANT

Name: SAME Address: Phone: Contact:

[X] Annual Certificate of Inspection [ ] Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 07/29/2022

FIRE PROTECTION SYSTEM INFORMATION

Licensed Company Name: Anaconda Protective Concepts License #: FAL0252 / FSL0163

(for Water- Based systems) Inspector's Name: JOHN HOOPENGARDNER Certificate #: WBC -

SYSTEM TYPE:

- [X] Fire Alarm
[ ] Automatic Sprinkler:
[ ] Wet Sprinkler [ ] Dry Sprinkler [ ] Pre-Action [ ] Deluge [ ] Water Spray [ ] Other
[ ] Commercial Cooking
[ ] Special Hazard:
[ ] HALON, Clean Agent, INERGEN, FM-200 [ ] Carbon Dioxide [ ] Dry Chemical [ ] Foam [ ] Other
[ ] Standpipe:
[ ] Wet Standpipe [ ] Dry Standpipe [ ] Other

SYSTEM ID: COMMONS SYSTEM LOCATION: FIRE ALrm equip rm

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION? [ ] YES (if so, describe below) [ ] NO

COMMENTS/DEFICIENCY DESCRIPTION

Horizontal lines for entering comments or deficiency descriptions.

The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.



Fire Alarm System Certificate of Inspection

210 Executive Dr. Suite 6 Newark, DE 19702

Contract Number: JB35004 Date of Inspection: 07/29/2022

Table with 2 main columns: Protected Property and Inspection Company. Rows include Name, Address, City, State, Zip, and Contact information for both parties.

System Owner table with fields for Name, Address, City, State, and Zip. Owner: Delaware State University, 1200 N. DuPont Hwy, Dover, DE 19901.

Fire Alarm Signaling System Company's Certification

Table with fields for Company Name (Anaconda Protective Concepts, inc.) and License Number (0252).

The licensed fire protection provider certifies that the features of the system, as indicated herein, were tested, inspected, and/or maintained in accordance with the adopted NFPA standards and local codes.

Table with fields for Technician Name (J Hoopengardner) and Title (Service Tech).

Type of Fire Alarm System

Table for System ID (COMMONS) and selection of system types: Local, Auxiliary, Remote Station, Proprietary, Emergency Voice, Detection, Central Station, Household.

Fire Alarm Signaling System Monitoring

Monitoring section with questions: Is this system monitored off-site? (Yes checked), make and model of DACT installed (Telguard TG7), and monitoring company (Rapid Response).

Power Supply System

Power Supply System table with fields for Primary/Secondary power source, Amp Hour Rating (55AH), Generator Rating, Fueled by, Storage Capacity, and Generator Tests completed by.

Fire Alarm Signaling System Deficiencies

Table for Any deficiencies from DSFPR and/or adopted NFPA standards: No (checked) or Yes (Please refer to comments page).



**Fire Alarm System  
Certificate of Inspection**

210 Executive Dr. Suite 6  
Newark, DE 19702

**Alarm Initiating Devices**

<i>Device</i>	<i>Total</i>	<i>Tested</i>	<i>Deficiencies</i>	<i>Remarks</i>
Manual Pull Stations	34	34	0	
Heat Detectors	3	3	0	
Smoke Detectors	239	239	2	SEE NOTES
Duct Detectors	13	13	0	
Water Flow Devices	9	0		TESTED BY OTHERS
Other				

**Alarm Indicating Devices**

<i>Device</i>	<i>Total</i>	<i>Tested</i>	<i>Deficiencies</i>	<i>Remarks</i>
Bells				
Horn/strobes	56	56	0	
Chimes				
Speakers	12	12	0	
Remote Annunciators	3	3	0	
Visual Signals	90	90	0	15
Other				

**Supervisory Initiating Devices**

<i>Device</i>	<i>Total</i>	<i>Tested</i>	<i>Deficiencies</i>	<i>Remarks</i>
Sprinkler Control Valve	15			TESTED BY OTHERS
Pressure Switches				
Building/Water Temp.				
Water Supply Level				
Fire Pump	1			TESTED BY OTHERS
Other				

**Control Unit**

<b>Manufacturer</b>	SIMPLEX	<b>Model #</b>	4100ES	<b>System ID</b>	COMMONS
<b>Type</b>	<input type="checkbox"/> Hardwired	<input type="checkbox"/> Multiplex	<input checked="" type="checkbox"/> Addressable	<input type="checkbox"/> Other (Specify)	
<i>Device</i>	<i>Total</i>	<i>Tested</i>	<i>Deficiencies</i>	<i>Remarks</i>	
Lamps & LEDs	All	All	0		
Fuses	All	All	0		
Trouble Signals	All	All	0		
Zone Disable	All	All	0		
Supervisory Signals	All	All	0		
Ground Fault	All	All	0		
Transmit Off Premises	1	1	0		
Other					
Are all devices uniquely identified where applicable? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					



**Fire Alarm System  
Certificate of Inspection**

210 Executive Dr. Suite 6  
Newark, DE 19702

**INSPECTION DEFICIENCY AND COMMENTS**

System ID: COMMONS		Location: FRONT FOYER	
Name:	DSU - LEARNING COMMONS/ECHS		
Address:	1200 N. DuPONT HWY		
City:	DOVER	State: DE	Zip: 19901
Phone:	(302)-857-7085	Date: 07/29/2022	
Explanatory Information			
System:	<input checked="" type="checkbox"/> Fire Alarm <input type="checkbox"/> Sprinkler <input type="checkbox"/> Other           (Specify)		
Notes:	C = Comment D = Deficiency		
1.	<input type="checkbox"/> C <input checked="" type="checkbox"/> D	SMOKE DET ROOM 404 AND 305 DID NOT ACTIVATE.	
2.	<input checked="" type="checkbox"/> C <input type="checkbox"/> D	PANEL BATTERIES ARE 55AH - TESTED 100%	
3.	<input checked="" type="checkbox"/> C <input type="checkbox"/> D	VOICE MICROPHONE DOES NOT OPENLY PAGE	
4.	<input type="checkbox"/> C <input type="checkbox"/> D		
5.	<input type="checkbox"/> C <input type="checkbox"/> D		
6.	<input type="checkbox"/> C <input type="checkbox"/> D		
7.	<input type="checkbox"/> C <input type="checkbox"/> D		
8.	<input type="checkbox"/> C <input type="checkbox"/> D		
9.	<input type="checkbox"/> C <input type="checkbox"/> D		
10.	<input type="checkbox"/> C <input type="checkbox"/> D		

J HOOPENGARDNER

Service Representative

Customer Acknowledgment

**Appendix 8 - Up-to-date Fire Inspection Certificate :: Bldg 1**



**Office of the State Fire Marshal  
Fire Protection System(s)  
Annual Certificate of Inspection**



**OWNER OF THE PROPERTY**

**Name:** DE STATE UNIVERSITY      **Owner's Address:** 1200 N. DUPONT HWY  
DOVER DE 19901

**BUILDING/FACILITY**

**Name:** LEARNING COMMONS/ ECHS      **Address of the Building** 1200 N. DUPONT HWY  
DOVER DE 19901

**TENANT / OCCUPANT**

**Name:** SAME      **Address:** \_\_\_\_\_      **Phone:** \_\_\_\_\_  
**Contact:** \_\_\_\_\_

**Annual Certificate of Inspection**       **Report of a MAJOR deficiency (other than Annual Inspection)**

**DATE OF INSPECTION** 07/29/2022

**FIRE PROTECTION SYSTEM INFORMATION**

**Licensed Company Name:** Anaconda Protective Concepts      **License #:** FAL0252 / FSL0163

(for Water- Based systems) **Inspector's Name:** JOHN HOOPENGARDNER      **Certificate #:** WBC -

**SYSTEM TYPE:**

- Fire Alarm**
- Automatic Sprinkler:**
  - Wet Sprinkler*    *Dry Sprinkler*    *Pre-Action*    *Deluge*    *Water Spray*    *Other*
- Commercial Cooking**
- Special Hazard:**
  - HALON, Clean Agent, INERGEN, FM-200*    *Carbon Dioxide*    *Dry Chemical*    *Foam*    *Other*
- Standpipe:**
  - Wet Standpipe*    *Dry Standpipe*    *Other*

**SYSTEM ID:** COMMONS      **SYSTEM LOCATION:** FIRE ALrm equip rm

**MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?**       **YES** (if so, describe below)       **NO**

**COMMENTS/DEFICIENCY DESCRIPTION**

---

---

---

---

*The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.*



Fire Alarm System Certificate of Inspection

210 Executive Dr. Suite 6 Newark, DE 19702

Contract Number: JB35004 Date of Inspection: 07/29/2022

Table with 2 main columns: Protected Property and Inspection Company. Rows include Name, Address, City, State, Zip, and Contact information for both DSU - LEARNING COMMONS and Anaconda Protective Concepts, inc.

System Owner table with fields: Name (Delaware State University), Address (1200 N. DuPont Hwy), City (Dover), State (DE), Zip (19901)

Fire Alarm Signaling System Company's Certification

Table with fields: Company Name (Anaconda Protective Concepts, inc.), License Number (0252)

The licensed fire protection provider certifies that the features of the system, as indicated herein, were tested, inspected, and/or maintained in accordance with the adopted NFPA standards and local codes.

Table with fields: Technician Name (J Hoopengardner), Title (Service Tech)

Type of Fire Alarm System

Table for System ID (COMMONS) with checkboxes for Local, Auxiliary, Remote Station, Proprietary, Emergency Voice, Detection, Central Station, Household.

Fire Alarm Signaling System Monitoring

Monitoring section with questions: Is this system monitored off-site? (Yes checked), make and model of DACT installed (Telguard TG7), and monitoring company (Rapid Response).

Power Supply System

Power Supply System table with fields for Primary/Secondary Dedicated?, Locked Out?, Battery Amp Hour Rating (55AH), Engine Driven Generator Rating, Fueled by, Storage Capacity, and Generator Tests completed by.

Fire Alarm Signaling System Deficiencies

Table for Deficiencies with question: Any deficiencies from DSFPR and/or adopted NFPA standards? (No checked).



**Fire Alarm System  
Certificate of Inspection**

210 Executive Dr. Suite 6  
Newark, DE 19702

**Alarm Initiating Devices**

<i>Device</i>	<i>Total</i>	<i>Tested</i>	<i>Deficiencies</i>	<i>Remarks</i>
Manual Pull Stations	34	34	0	
Heat Detectors	3	3	0	
Smoke Detectors	239	239	2	SEE NOTES
Duct Detectors	13	13	0	
Water Flow Devices	9	0		TESTED BY OTHERS
Other				

**Alarm Indicating Devices**

<i>Device</i>	<i>Total</i>	<i>Tested</i>	<i>Deficiencies</i>	<i>Remarks</i>
Bells				
Horn/strobes	56	56	0	
Chimes				
Speakers	12	12	0	
Remote Annunciators	3	3	0	
Visual Signals	90	90	0	15
Other				

**Supervisory Initiating Devices**

<i>Device</i>	<i>Total</i>	<i>Tested</i>	<i>Deficiencies</i>	<i>Remarks</i>
Sprinkler Control Valve	15			TESTED BY OTHERS
Pressure Switches				
Building/Water Temp.				
Water Supply Level				
Fire Pump	1			TESTED BY OTHERS
Other				

**Control Unit**

<b>Manufacturer</b>	SIMPLEX	<b>Model #</b>	4100ES	<b>System ID</b>	COMMONS
<b>Type</b>	<input type="checkbox"/> Hardwired	<input type="checkbox"/> Multiplex	<input checked="" type="checkbox"/> Addressable	<input type="checkbox"/> Other (Specify)	
<i>Device</i>	<i>Total</i>	<i>Tested</i>	<i>Deficiencies</i>	<i>Remarks</i>	
Lamps & LEDs	All	All	0		
Fuses	All	All	0		
Trouble Signals	All	All	0		
Zone Disable	All	All	0		
Supervisory Signals	All	All	0		
Ground Fault	All	All	0		
Transmit Off Premises	1	1	0		
Other					
Are all devices uniquely identified where applicable? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					





**Fire Alarm System  
Certificate of Inspection**

210 Executive Dr. Suite 6  
Newark, DE 19702

**INSPECTION DEFICIENCY AND COMMENTS**

System ID: COMMONS		Location: FRONT FOYER	
Name:	DSU - LEARNING COMMONS/ECHS		
Address:	1200 N. DuPONT HWY		
City:	DOVER	State: DE	Zip: 19901
Phone:	(302)-857-7085	Date: 07/29/2022	
Explanatory Information			
System:	<input checked="" type="checkbox"/> Fire Alarm <input type="checkbox"/> Sprinkler <input type="checkbox"/> Other           (Specify)		
Notes:	C = Comment D = Deficiency		
1.	<input type="checkbox"/> C <input checked="" type="checkbox"/> D	SMOKE DET ROOM 404 AND 305 DID NOT ACTIVATE.	
2.	<input checked="" type="checkbox"/> C <input type="checkbox"/> D	PANEL BATTERIES ARE 55AH - TESTED 100%	
3.	<input checked="" type="checkbox"/> C <input type="checkbox"/> D	VOICE MICROPHONE DOES NOT OPENLY PAGE	
4.	<input type="checkbox"/> C <input type="checkbox"/> D		
5.	<input type="checkbox"/> C <input type="checkbox"/> D		
6.	<input type="checkbox"/> C <input type="checkbox"/> D		
7.	<input type="checkbox"/> C <input type="checkbox"/> D		
8.	<input type="checkbox"/> C <input type="checkbox"/> D		
9.	<input type="checkbox"/> C <input type="checkbox"/> D		
10.	<input type="checkbox"/> C <input type="checkbox"/> D		

J HOOPENGARDNER

Service Representative

Customer Acknowledgment

**Appendix 8 - Up-to-date Fire Inspection Certificate :: Bldg 2**

# PREMIUM

Fire & Security, LLC

TEL: 610-444-8180  
FAX: 610-444-2120

505 School House Road  
Kennett Square, PA 19348

CUSTOMER: Dsu Price Hall	P.O#:	DATE: 08/27/2022
PROJECT ADDRESS: 1200 n. Dupon t hwy	PROJECT#:	
Dover de 19901	PF&S PERSONNEL:	
PHONE: 302-535-3809 FAX:	TRAVEL TIME:	
CONTACT: Khalid zerrad	REGULAR HOURS WORKED:	
EMAIL:	OVERTIME HOURS WORKED:	
BILL TO ADDRESS:	TOTAL HOURS:	
	EMERGENCY SERVICE:	
PHONE: FAX:	SYSTEM MFG: Silent knight	
CONTACT:	SYSTEM MODEL: lfp-2100	
INSPECTION: <input checked="" type="checkbox"/> SERVICE: <input type="checkbox"/> INSTALLATION: <input type="checkbox"/>	MEMO:	

**WORK REQUESTED:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WORK PERFORMED:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PARTS USED:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ADDITIONAL FOLLOW-UP:**  
\_\_\_\_\_  
\_\_\_\_\_

LEFT SYSTEM: \_\_\_\_\_

SERVICE JOB COMPLETE: \_\_\_\_\_



Premium Fire & Security, LLC

\_\_\_\_\_  
Customer Signature

**FIRE ALARM  
INSPECTION AND TESTING FORM**

**PREMIUM  
Fire & Security, LLC**


505 Schoolhouse Road  
Kennett Square, PA, 19348  
Tel: (610)444-8180 Fax: (610)444-2120

Property: <u>Dsu Price Hall</u>	Date: <u>08/27/2022</u>
Address: <u>1200 n. Dupon t hwy</u>	Phone #: <u>302-535-3809</u>
Address: <u>Dover de 19901</u>	Fax #: _____
Contact: <u>Khalid zerrad</u>	E-mail address: _____

Class of Inspection:  Fire Alarm  Fire Supression

Frequency or Type of this inspection:  Annual  Semi-Annual  Quarterly  
 Bi-Monthly  Monthly  Weekly  Other: \_\_\_\_\_

The tests were conducted in accordance with the requirements of the applicable National Fire Protection Association (NFPA) standards in accordance with the requirements of the Fire Code. The system was restored to normal operation.

Inspector: Matthew kearns Sign:  Date/Time: 08/27/2022

System Owner's acknowledgement of inspection and explanation of deficiencies or failures contained herein:

Owner Rep: \_\_\_\_\_ Sign: \_\_\_\_\_ Title: \_\_\_\_\_

**MONITORING INFORMATION**

Monitoring Co: Advantech Monitoring Account #: 000572 Monitoring Phone #: 18009323822

Online Dispatch #: \_\_\_\_\_ Offline Dispatch #: \_\_\_\_\_ Contact Name: \_\_\_\_\_

Dialer: Cell Phone Line #1: \_\_\_\_\_ Phone Line #2: \_\_\_\_\_

**MAIN PANEL INFORMATION**

FA Panel Manufacturer: Silent knight Model #: lfp-2100 FA Panel Serial #: \_\_\_\_\_

System is Existing:  System is New:  Permit # if new: \_\_\_\_\_  Conventional  Addressable

Location of FA Panel: Front entrance Panel Disconnect Location: \_\_\_\_\_

Remote Annunciator: Qty: 1  Yes  No Location of Remote Annunciator: \_\_\_\_\_

**ALARM INITIATING DEVICES**

Device Type	Total Devices in System	# Tested this Inspection	# of Deficiencies or Failures	Circuit Style/Qty	Mfg	Model #	Comments
Manual Pull Stations	11	11	0				
Ionization Smoke Detectors							
Photo Smoke Detectors	28	28	0				
Heat Detectors	4	4	0				
Duct Detector	8	8	0				
Waterflow Devices	2	2	0				
Beam Detectors							
Other (Specify)							

**ALARM NOTIFICATION APPLIANCES**

Appliance Type	Total	Tested	Deficiencies
Horn Strobes			
Horns			
Strobes	12	12	0
Speaker Strobes	62	62	0
Speakers			
Other (Specify)			
Other (Specify)			

**SUPERVISORY INITIATING DEVICES**

Device Type	Total	Tested	Deficiencies
Tamper Switches	3	3	0
Low Air Switches			
Pump Power Fail			
Pump Running			
Fire Pump Auto Position			
Room Temp. Site			
Water Temp. Site			
Water Level			
Other (Specify)			

**FIRE ALARM  
INSPECTION AND TESTING FORM**

Property: **Dsu Price Hall**

Date: **08/27/2022**

**SIGNALING POWER SUPPLIES**

Primary Power Supply Normal Voltage: 120 Amps: \_\_\_\_\_ Location: \_\_\_\_\_  
Overcurrent Protection: Type: Circuit Breaker Amps: 20 Disconnecting Means Location: \_\_\_\_\_  
Model: \_\_\_\_\_ Quantity: 1

Secondary Power Supply Nominal Voltage: \_\_\_\_\_ Amps: \_\_\_\_\_ Location: \_\_\_\_\_ Model: \_\_\_\_\_ Quantity: \_\_\_\_\_  
Storage Battery: Amp-Hour Rating: \_\_\_\_\_ Calculated capacity is: \_\_\_\_\_ Amp-Hours to operate system for \_\_\_\_\_ hours

**CONTROL FUNCTIONS**

Device Type	Total Devices in System	# Tested this Inspection	# of Deficiencies or Failures
Primary Recall	1	1	0
Secondary Recall	1	1	0
Shunt Trip	1	1	0
Door Holder Release	8	8	0
Card Access Doors			

**SYSTEM TESTS AND INSPECTIONS**

Type	Visual	Functional	COMMENTS
Control Unit	✓	✓	
Interface Equipment	✓	✓	
Lamps/LEDs	✓	✓	
Fuses	✓	✓	
Primary Power Supply	✓	✓	
Trouble Signals	✓	✓	
Disconnect Switches	✓	✓	
Ground-Fault Monitoring	✓	✓	

**SECONDARY POWER**

**EMERGENCY COMMUNICATION EQUIPMENT TYPE**

Type	Visual	Functional	Comments	Type	Visual	Functional	Comments
Battery Condition	✓	✓		Phone Set			
Load Voltage	✓	✓		Phone Jacks			
Discharge Test	✓	✓		Off-Hook Indicator			
Charger Test	✓	✓		Amplifier(s)			
Specific Gravity				Tone Generators(s)			
Transient Suppressors				Call-in Signal			
Remote Annunciators				System Performance			

**SUPERVISING STATION MONITORING**

Type	YES	NO	WHO	TIME	COMMENTS
Alarm Signal	✓				
Alarm Restoration	✓				
Trouble Signal	✓				
Trouble Signal Restoration	✓				
Supervisory Signal	✓				
Supervisory Signal Restoration	✓				

**Notification BEFORE AND AFTER testing is complete**

Notifications are made	YES	NO	WHO	BEFORE TIME	AFTER TIME	COMMENTS
Monitoring Entity: Advantech	✓					
Building Occupants	✓					
Building Management	✓					
Other (specify)						
Customer notified of any impairments						

**FIRE ALARM  
INSPECTION AND TESTING FORM**

**PREMIUM**  
**Fire & Security, LLC**

505 Schoolhouse Road  
Kennett Square, PA, 19348  
Tel: (610)444-8180 Fax: (610)444-2120

System Deficiencies/Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Inspector Notes & Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**24 HOUR EMERGENCY SERVICE (610)444-8180**

**FIRE ALARM  
INSPECTION AND TESTING FORM**

**PREMIUM  
Fire & Security, LLC**

505 Schoolhouse Road  
Kennett Square, PA, 19348  
Tel: (610)444-8180 Fax: (610)444-2120

**SIGNALING POWER SUPPLIES**

Property: Dsu Price Hall		Date: 08/27/2022	
Primary Power Supply	Normal Voltage: _____	Amps: _____	Location: Above facp _____
Overcurrent Protection:	Type: _____	Amps: _____	Disconnecting Means Location: _____
Model: 5495	Quantity: 1		
Secondary Power Supply	Nominal Voltage: _____	Amps: _____	Location: _____ Model: _____ Quantity: 2
Storage Battery:	Amp-Hour Rating: 7	Calculated capacity is: _____	Amp-Hours to operate system for _____ hours

**SIGNALING POWER SUPPLIES**

Property: Dsu Price Hall		Date: 08/27/2022	
Primary Power Supply	Normal Voltage: _____	Amps: _____	Location: 2nd floor left closet _____
Overcurrent Protection:	Type: _____	Amps: _____	Disconnecting Means Location: _____
Model: 5495	Quantity: 2		
Secondary Power Supply	Nominal Voltage: _____	Amps: _____	Location: _____ Model: _____ Quantity: 4
Storage Battery:	Amp-Hour Rating: 7	Calculated capacity is: _____	Amp-Hours to operate system for _____ hours

**SIGNALING POWER SUPPLIES**

Property: Dsu Price Hall		Date: 08/27/2022	
Primary Power Supply	Normal Voltage: _____	Amps: _____	Location: _____
Overcurrent Protection:	Type: _____	Amps: _____	Disconnecting Means Location: _____
Model: _____	Quantity: _____		
Secondary Power Supply	Nominal Voltage: _____	Amps: _____	Location: _____ Model: _____ Quantity: _____
Storage Battery:	Amp-Hour Rating: _____	Calculated capacity is: _____	Amp-Hours to operate system for _____ hours

**SIGNALING POWER SUPPLIES**

Property: Dsu Price Hall		Date: 08/27/2022	
Primary Power Supply	Normal Voltage: _____	Amps: _____	Location: _____
Overcurrent Protection:	Type: _____	Amps: _____	Disconnecting Means Location: _____
Model: _____	Quantity: _____		
Secondary Power Supply	Nominal Voltage: _____	Amps: _____	Location: _____ Model: _____ Quantity: _____
Storage Battery:	Amp-Hour Rating: _____	Calculated capacity is: _____	Amp-Hours to operate system for _____ hours

**SIGNALING POWER SUPPLIES**

Property: Dsu Price Hall		Date: 08/27/2022	
Primary Power Supply	Normal Voltage: _____	Amps: _____	Location: _____
Overcurrent Protection:	Type: _____	Amps: _____	Disconnecting Means Location: _____
Model: _____	Quantity: _____		
Secondary Power Supply	Nominal Voltage: _____	Amps: _____	Location: _____ Model: _____ Quantity: _____
Storage Battery:	Amp-Hour Rating: _____	Calculated capacity is: _____	Amp-Hours to operate system for _____ hours

**SIGNALING POWER SUPPLIES**

Property: Dsu Price Hall		Date: 08/27/2022	
Primary Power Supply	Normal Voltage: _____	Amps: _____	Location: _____
Overcurrent Protection:	Type: _____	Amps: _____	Disconnecting Means Location: _____
Model: _____	Quantity: _____		
Secondary Power Supply	Nominal Voltage: _____	Amps: _____	Location: _____ Model: _____ Quantity: _____
Storage Battery:	Amp-Hour Rating: _____	Calculated capacity is: _____	Amp-Hours to operate system for _____ hours

**SIGNALING POWER SUPPLIES**

Property: Dsu Price Hall		Date: 08/27/2022	
Primary Power Supply	Normal Voltage: _____	Amps: _____	Location: _____
Overcurrent Protection:	Type: _____	Amps: _____	Disconnecting Means Location: _____
Model: _____	Quantity: _____		
Secondary Power Supply	Nominal Voltage: _____	Amps: _____	Location: _____ Model: _____ Quantity: _____
Storage Battery:	Amp-Hour Rating: _____	Calculated capacity is: _____	Amp-Hours to operate system for _____ hours



**Office of the State Fire Marshal  
Fire Protection System(s)  
Annual Certificate of Inspection**



**OWNER OF THE PROPERTY**

Name: \_\_\_\_\_ Owner's Address: \_\_\_\_\_

**BUILDING/FACILITY**

Name: Dsu Price Hall Address of the Building: 1200 n. Dupon t hwy  
Dover de 19901

**TENANT / OCCUPANT**

Name: \_\_\_\_\_ Address: \_\_\_\_\_  
Phone: (302) 535-3809 Contact: Khalid Zerrad

Annual Certificate of Inspection  Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 08/27/2022

**FIRE PROTECTION SYSTEM INFORMATION**

Licensed Company Name: Premium Fire and Security License #: 0312

(for Water- Based systems) Inspector's Name: \_\_\_\_\_ Certificate #: WBC - \_\_\_\_\_

**SYSTEM TYPE:**

- Fire Alarm
- Automatic Sprinkler:
  - Wet Sprinkler  Dry Sprinkler  Pre-Action  Deluge  Water Spray  Other
- Commercial Cooking
- Special Hazard:
  - HALON, Clean Agent, INERGEN, FM-200  Carbon Dioxide  Dry Chemical  Foam  Other
- Standpipe:
  - Wet Standpipe  Dry Standpipe  Other

SYSTEM ID: 000572 SYSTEM LOCATION: Front entrance

**MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?**  YES (if so, describe below)  NO

COMMENTS/DEFICIENCY DESCRIPTION


*The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.*



## **Appendix 9 - Up-to-date Insurance Certificates**



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
**9/27/2022**

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> <b>Conner Strong &amp; Buckelew</b> <b>614 North DuPont Highway</b> <b>Suite 200</b> <b>Dover, DE 19901</b>	<b>CONTACT NAME:</b> <b>Jill Musgrove</b>
	<b>PHONE (A/C, No, Ext):</b> <b>302-678-9560</b>
<b>INSURED</b> <b>Early College School at</b> <b>Delaware State University</b> <b>1570 N. DuPont Hwy.</b> <b>Dover, DE 19901</b>	<b>FAX (A/C, No):</b>
	<b>E-MAIL ADDRESS:</b> <b>jmusgrove@connerstrong.com</b>
	<b>INSURER(S) AFFORDING COVERAGE</b>
	<b>INSURER A :</b> <b>American Southern Home Ins. Co.</b>
	<b>INSURER B :</b> <b>AMERICAN ALTERNATIVE INS. CO.</b>
	<b>INSURER C :</b>
	<b>INSURER D :</b>
<b>INSURER E :</b>	
<b>INSURER F :</b>	

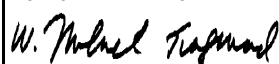
**COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			2TA6CP000001008	07/01/2022	07/01/2023	EACH OCCURRENCE \$ <b>1,000,000</b> DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>100,000</b> MED EXP (Any one person) \$ <b>5,000</b> PERSONAL & ADV INJURY \$ <b>1,000,000</b> GENERAL AGGREGATE \$ <b>2,000,000</b> PRODUCTS - COMP/OP AGG \$ <b>2,000,000</b> \$
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY			2TA6CP000001008	07/01/2022	07/01/2023	COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b> BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ <b>10000</b>			93A2UB000337204	07/01/2022	07/01/2023	EACH OCCURRENCE \$ <b>5,000,000</b> AGGREGATE \$ <b>5,000,000</b> \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y/N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
**Evidence of Coverage**

**CERTIFICATE HOLDER CANCELLATION**

<b>Evidence of Coverage</b>	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
-----------------------------	---

This page has been left blank intentionally.