



**Minor Modification Request
Submitted 12.31.20**

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Section A Core Questions:

1. What modification does the school’s Board of Directors want to make to the term(s) of the charter? Identify the page number(s) on which the term(s) is/are stated in the currently approved charter. If the term(s) of the charter the school wants to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school’s charter.

We would like to increase our enrollment from 426 to 460. Our enrollment number is on page 3 of our 2020 Application. No conditions were placed on EastSide Charter at our 2020 renewal

2. What is the effective date of the proposed modification?

July 1, 2021

3. The authorizer will review your most recent Performance Review Reports as part of your application. Discuss the school’s academic performance, compliance with the terms of its charter, and financial viability as measured by the Performance Framework.

Academic Performance: The SBAC scores of 2019 were not impressive and led to change in leadership. Aaron Bass has taken the role as Head of School and has continued on his positive trajectory. The 2017-18 student growth scores on the SBAC were stronger than all but one district in the state for both ELA and for Math and came under the leadership of Mr. Bass. He has accepted a long term contract and has continued his strong leadership of the school throughout the pandemic. During his recent tenure there have been no academic updates due to the absence of state testing as a result of the pandemic.

In the fall of 2019 EastSide established an honors program in collaboration with Wilmington Friends, Tatnall, Tower Hill, and Sanford Schools. The program has been very successful in the preparation of students. The average 8th grader reads on an 11th grade level and performs Math at the same level as indicated on the MAP assessment.

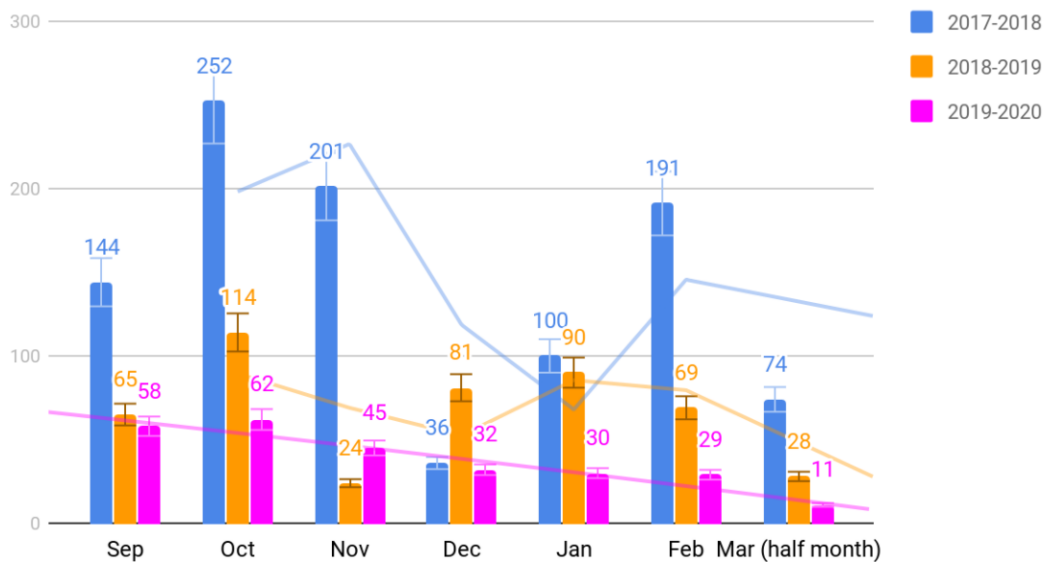
We have seen an increase in our attendance consistently remain above 90% and have also seen our out of school suspension rate decrease by 75% in the last two years prior to the pandemic (data below). EastSide has reached this milestone through collaboration with support from DOE’s partnership in MTSS (Multi-Tiered Systems of Support) which has also included University of Delaware and AIR. EastSide leadership also participated in a fellowship with Achievement First which gave them an 18 month deep dive into quality school leadership and performance. The hard work and continuous learning of EastSide staff have led to impressive outcomes in the past two years. These outcomes have led to a significant and sustained increase in enrollment.

Total OSS comparison for EastSide as of **March**

2017-2018 “3 strikes rule”	2018-2019 “PBS attempt”	2019-2020 “PBS partnership year 1”
Days lost to OSS: 1076	Days lost to OSS: 498	Days lost to OSS: 230

Below is a three year comparison of total day missed by students with ISS. Refer to the above “tags” for what can be related to the differences in numbers.

Comparative Days Out



EastSide continues to have a strong financial position. We currently have a projected reserve of \$2.3 MM and have had clean audits since the beginning of the school. You can access our financial data on the web reports using this link:

<https://drive.google.com/drive/u/3/folders/0B53sYCDFpoBqOW5PTWZHSBfU2c>

- Describe the rationale for the request(s). Discuss any relevant research base or evidence that supports this type of request. *(Attachments may be provided)*

EastSide’s enrollment has increased to 449 students in fiscal year 2021. We are serving more children than the permitted enrollment number but we are only allowed to go 5% above our charter. We have seen this increase due to strong staff retention which has increased from 50% to over 80%. Our staff retention currently stands at 95%. This year we were forced to turn down deserving families due to our enrollment limitations. The Riverside community is buoyed by the work of EastSide and the school would like to continue to be a beacon of change in the community.

It is also worth noting that over the past 10 years EastSide has maintained sustained enrollment. EastSide enrollment has not been below the 80% enrollment mark for 426 or the requested 449 which is required for charter schools to be in good standing. As the oldest existing charter school in Delaware, EastSide continues to have a strong reputation.

EastSide has seen a resurgence of strong support from our community. This has included servicing all families during the COVID pandemic by offering community COVID testing, supplying families with food, and creating the first hybrid model with weekly COVID testing for all staff and students. The work of EastSide has been well documented below in the media. Even the DE Department of Education has touted the success of EastSide during the pandemic. Media reports can be seen below.

11/21	News Journal	https://www.delawareonline.com/story/news/coronavirus-in-delaware/2020/11/21/covid-19-coronavirus-delaware-case-record-seven-day-average-over-400/6378232002/	ESCS Featured
11/28	News Journal	https://www.delawareonline.com/story/news/2020/11/20/could-weekly-covid-19-testing-schools-help-slow-spread-virus/6268288002/	COVID testing plan
7/20	Video	https://vimeo.com/user51618489/review/435832971/011df7998c	Video of school has over 80K
10.2.20	Hybrid Learning	https://whyy.org/articles/hybrid-or-remote-only-delaware-teachers-trying-to-find-grace-to-work-through-it-all/?fbclid=IwAR0LgG686ay3fymnYMYcwICIFaeaK_X8MFE2p0uwxospg_EOIgDDEAHb4Ws	WHYY
1.16	ESCS approach to Violence	https://www.delawareonline.com/story/news/education/2020/01/16/before-some-students-can-learn-they-have-forget-experiences-home/2806257001/	Delaware Online/News Journal ESCS reacts and acts in light of Trauma faced by students
10/4/2019	APEX	https://www.delawarepublic.org/post/wilmington-s-eastside-charter-takes-new-approach-getting-students-ready-high-school	DE Public Media (NPR)

EastSide is also a proud member of the REACH Riverside endeavor. Over the next 10 years there will be a \$100 MM investment in the Riverside area. The investment will change housing, offer community businesses and have a strong focus on education. EastSide is the academic anchor of this proposal and has made significant improvement to prepare children for a future in the new Riverside community. As Eastside continues to improve the REACH Riverside project will be successful. REACH is the 21st Purpose

Built community established in the nation. Purpose Built has an impressive track record of revitalizing historically depressed communities while maintaining the residents and improving life in that area as well as for their respective cities. You can learn more about purpose built communities at <https://purposebuiltcommunities.org/>. An approval for the expansion of EastSide is also an approval for the REACH Riverside community.

5. Describe how the proposed modification will impact the operation of the school. Include how student achievement, staffing, facilities, and financial viability of the school may be impacted in the current school year and for the remainder of the school's charter term.

The increase in enrollment will increase the funding of the school by 34 children. The increase will allow EastSide to increase the amount of children enrolled in the lower grades and in the APEX Honors program. 80% of APEX Honors students were proficient on the ICA (SBAC interim assessment). These students were not able to take the SBAC due to the pandemic. Staffing is expected to increase by 3 teachers to accommodate the increase in enrollment which will allow for additional support in our lower grades and APEX.

The increase in enrollment will also allow us to retain the students we have currently enrolled. EastSide has increased the retention of children in the school. With this positive retention continuing it will force families out of the school or will not allow siblings to enroll in future years. The EastSide community prides itself on the strong connections that families have in the school. The CEO of the school along with other staff even have their children enrolled in the school which speaks highly of the positive community.

6. Indicate the projected impact, if any, of the proposed modification on the school's present financial position, and its financial position going forward. If the modification promises to create financial challenges, indicate how those will be remedied.

The proposed modification poses no financial challenges.

Section B Questions:

1. Describe the nature and extent of the proposed changes to the school's current grade configuration, if applicable. Indicate whether you seek to add or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. *(Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5 and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education's Charter School Office between November 1 and December 31.)*

The proposed modification will not alter the grade configuration of EastSide Charter.

2. If your proposed modification involves an expansion of greater than 15% of your currently approved enrollment and the change will be effective within 18 months of the date of this application, identify the impacts of this expansion on the surrounding school districts and community for consideration.

****Please note:** In addition to meeting the approval criteria established in 14 Del. C. § 512, an authorizer considering a charter school’s application for expansion by more than 15% occurring less than 18 months from the date of the modification application shall also consider impact of the proposed new school or expansion. **“Impact”** is the positive and negative effect that a new charter school or charter school expansion, if it should be approved, is projected to have upon the surrounding area and the education system of the state. Impact shall include educational, financial, and community information. In accordance with 14 Del. C. § 511(b)(4),

“Information regarding impact, as defined by regulations established by the Department with the approval of the State Board no later than October 31, 2014, shall be considered in conjunction with the factors in § 512 of this title but shall not alone provide the basis for disapproval of an application for a new charter application or an expansion. The information regarding impact may, however, be among the bases for disapproval of an application or expansion if at least 1 criteria in § 512 of this title is also deemed not satisfied by the authorizer. The information regarding impact may, by itself or in combination with other factors, form the basis for conditions being placed on the approval. Those conditions may include but shall not be limited to restrictions or prohibitions on geographic location, programmatic offerings, academic focus or emphasis, and grade levels served. In no event shall the placement of conditions on approval, based solely or in part on considerations of impact, be considered disapproval of an application.”

N/A

For each application, members of the public will have the opportunity to submit public comments that describe the positive and negative impact that the proposed charter school will have on the surrounding area and the education system of the state. Based on the information submitted in these public comments, the Department of Education and the State Board of Education may propose conditions relating to impact. A charter applicant will have opportunities to respond to any proposed conditions at the CSAC Final Meeting, a public hearing, and in writing prior to the decision on whether the charter is approved.

3. Describe the projected impact of the enrollment modification on the school’s program, mission, culture and offerings (both academic and non-academic).

The increase in enrollment will have no impact on the schools mission, culture of offerings. The increase will only allow more students to benefit from the EastSide community.

4. Please complete the “Projected Enrollment Table” below:

Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Note: This will become the school’s authorized enrollment if the modification application is approved.

Projected Enrollment					
	2021-2022	2022-2023	2023-2024	2024-2025	2024-2025
K	60	60	60	60	60
Grade 1	60	60	60	60	60
Grade 2	50	50	50	50	50
Grade 3	50	50	50	50	50
Grade 4	50	50	50	50	50
Grade 5	50	50	50	50	50
Grade 6	50	50	50	50	50
Grade 7	50	50	50	50	50
Grade 8	40	40	40	40	40
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Total	460	460	460	460	460

Section C Questions:

1. Describe the nature and extent of the proposed changes to the school's current grade configuration. Indicate whether you seek to add or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. *(Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5 and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education's Charter School Office between November 1 and December 31.)*

There are no proposed changes to any grade configurations.

2. Provide an overview of the planned curriculum, including one scope and sequence per subject area per grade band (K-2, 3-5, 6-8, 9-12) for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts (ELA) and Mathematics, and Next Generation Science Standards) in all content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness. If the modification includes a commitment to join the Social Studies and/or Science Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies and/or Science.

No curriculum will be impacted due to this change.

3. Provide one Mathematics unit of instruction with corresponding summative assessments and scoring rubrics, and one ELA unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in ELA and Mathematics). If the school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.

EastSide uses Bookworms for ELA K-5. The entire curriculum is open access and can be viewed here: <https://access.openupresources.org/curricula/bookworms>

EastSide uses Engage NY Math. The entire curriculum can be found here: <https://www.engageny.org/>

Section D Questions:

1. Present evidence that the proposed educational program is research based and has been or will be rigorous, engaging, and effective for the anticipated student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with your anticipated population.

N/A

2. Describe how the proposed educational program will serve the diverse needs of students, such as those with disabilities, gifted and talented learners, and English Language Learners.

N/A

4. Provide an overview of the planned curriculum, including one scope and sequence per subject area per grade band (K-2, 3-5, 6-8, 9-12) for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in ELA and Mathematics, and Next Generation Science Standards) in all content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness. If the modification includes a commitment to join the Social Studies and/or Science Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies and/or Science.

No curriculum will be changed as a result of this modification.

3. Provide one Mathematics unit of instruction with corresponding summative assessments and scoring rubrics, and one ELA unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in ELA and Mathematics). If the school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.

EastSide uses Engage NY Math. The entire curriculum can be found here: <https://www.engageny.org/>

Section E Questions:

1. Describe the school’s current educational philosophy and how the proposed mission will be integrated into the current educational program.

N/A

2. Describe how the proposed mission will result in higher academic achievement for the school’s student population.

N/A

Section F Questions:

1. If you are seeking to transfer from your current authorizer to another, detail the rationale and identify the projected benefits to the school and its students. Identify any prospective challenges and indicate your plans for remediation.

N/A

2. Detail the reason(s) for seeking to add, replace or remove an EMO/CMO Identify any prospective challenges and indicate your plans for remediation. Include the projected benefits. (Note: Pursuant to 14 DE Admin. Code § 275.9.4.3, an application to replace, remove or permit the school to operate without an educational management organization providing administrative, managerial or instructional staff or services to the charter holder at any time before the First Instructional Day is considered an application for a new charter and shall not be processed or considered as a modification application.)

N/A

3. If the proposed modification will entail costs that the school is not currently carrying, please identify them and present financial information indicating that such costs are viable and how the school will address them.

N/A

4. If the school seeks to add or replace an EMO/CMO, please present evidence that its program is sound, and that affiliation with that organization is likely to improve academic performance for students. If the EMO/CMO works or has worked with other schools within or outside the state, provide evidence of its record of such performance. (Note: Pursuant to 14 DE Admin. Code § 275.9.4.3, an application to replace, remove or permit the school to operate without an educational management organization providing administrative, managerial or instructional staff or services to the charter holder at any time before the First Instructional Day is considered an application for a new charter and shall not be processed or considered as a modification application.)

N/A

Section G Questions:

1. Describe the reasons why the current enrollment preference practices are problematic and require revision.

N/A

2. Discuss how the modification will solve the current problems and ultimately benefit the school.

As stated above EastSide has seen enrollment increase as a result of strong leadership. There are more children staying with EastSide as a result of this positive improvement. The current enrollment limit will not allow the children that are currently enrolled and choose to remain at the school to stay if the enrollment number is not increased.

3. Identify any changes to the school's program that will likely result from the modified preference practices.

No proposed changes

Section H Questions:

1. Please describe any challenges that the current school facility presents. If the modification is approved, will it generate any new challenges and describe how you will address them.

No challenges. The increase in students will not impact the current facilities

2. Please describe the proposed location of the school. Include information about siting, space available, costs to the school (and how they differ from the current facilities arrangement), safety, any co-located programs sharing the same facility, the quality of the instructional and non-instructional space and any other significant factors impacting the attractiveness and viability of the proposed facility.

N/A

3. Describe the projected impact of the location modification on the school's program, mission, culture and offerings (both academic and non-academic).

N/A

4. Articulate a facility usage plan for the school going forward. Will the proposed location solve space needs for a limited amount of time or permanently? Will further modifications be required?

N/A

Section I Questions:

1. Explain how the school's current goals for student performance are problematic. Discuss how the modification you seek will likely remedy those problems, including any established evidence or research base. Provide evidence that the proposed student performance goals are academically sound and will benefit all students.

N/A

- Discuss your students' current performance as measured by the Delaware School Success Framework (DSSF) and how the proposed change will improve academic performance.

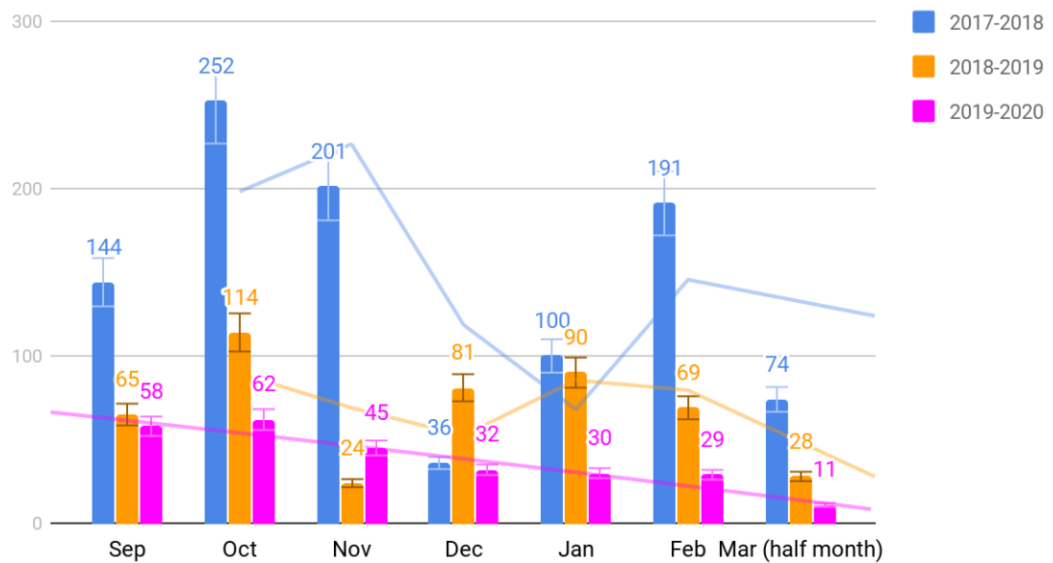
Current performance is not available but you can see evidence of our sustained behavioral performance below.

Total OSS comparison for EastSide as of **March**

2017-2018 "3 strikes rule"	2018-2019 "PBS attempt"	2019-2020 "PBS partnership year 1"
Days lost to OSS: 1076	Days lost to OSS: 498	Days lost to OSS: 230

Below is a three year comparison of total day missed by students with ISS. Refer to the above "tags" for what can be related to the differences in numbers.

Comparative Days Out



- If the modification is approved, discuss any new challenges this would present and how you will address them.

The proposed modification presents no challenges.

	2015-2016 ¹	2016-2017 ¹	2017-2018 ¹	2018-2019 ¹	2019-2020 ¹	2020-2021
Total Enrollment	443	446	415	422	426	449
Gender						

% Male	49.89%	51.12%	51.57%	53.79%	52%	51.45%
% Female	50.11%	48.88%	48.43%	46.21%	48%	48.55%
Ethnicity/Race						
% African American	88.49%	91.26%	94.46%	94.08%	92%	94.21%
% American Indian						.22%
% Asian						.45%
% Hispanic/Latino	11.29%	8.52%	5.30%	5.69%	5%	3.56%
% White					2%	1.11%
% Multiracial	0.23%	0.22%	0.24%	0.24%	1%	.22%
Special Populations						
%Special Education ³	12.87%	12.78%	14.46%	15.17%	15.22	16.48%
% English Language Learners	3.39%	1.57%	0.24%	0.47%	.07	0%
% Low-Income	80.14%	83.41%	79.76%	79.38%	84.3%	74.65%