



EARLY COLLEGE SCHOOL
AT DELAWARE STATE UNIVERSITY

ANNUAL REPORT



Report Date: January 15, 2024

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

| | | | |
|---|--------------------------------------|--|--|
| Charter School of New Castle 1570 North DuPont Highway, Dover, DE 19901 https://www.echs.desu.edu/ | | | |
| Year Opened | 2014 | District(s) of Residence | Capital School District |
| 2022-23 Enrollment | 519 | Approved Enrollment | 525 |
| Current Grade Span | 7-12 | Approved Grade Span | 7-12 |
| School Leader(s) | Dr. Evelyn Edney | School Leader Phone & Email | (302) 857-3510 Evelyn.edney@ecs.k12.de.us |
| Board President | Crystal Gillis-Hammond, President | Board President Email | tan1tay@msn.com |
| Mission Statement: | | | |

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

| | 2022-2023 |
|---|------------------|
| Total Enrollment | 519 |
| Students on Waiting List | 44 |
| % Male | 36.42% |
| % Female | 63.58% |
| % African American | 76.69% |
| % American Indian | 0.19% |
| % Asian | 0.96% |
| % Hispanic/Latino | 11.75% |
| % White | 8.86% |
| % Multiracial | 0.96% |
| % Native Hawaiian or Other Pacific Islander | 0.58% |
| % Special Education | 8.29% |
| % English Language Learners | 1.93% |
| % Low-Income | 29.87% |

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

| Date | Modification Requested | Outcome |
|-------------|-------------------------------|----------------|
| | Not applicable | |

1.4 SCHOOL ENROLLMENT

| | Approved Enrollment | 30-Sep Enrollment Count | % of Actual Enrollment |
|--------------|----------------------------|--------------------------------|-------------------------------|
| 7 | | 71 | |
| 8 | | 72 | |
| 9 | | 123 | |
| 10 | | 98 | |
| 11 | | 76 | |
| 12 | | 79 | |
| Total | 525 | 519 | 99% |

1. Explain successes or challenges of implementing the school's recruitment plan.

School Comments:

The Early College School@DSU (ECS@DSU) had a rise in enrollment in large part due to the addition of the junior high school division with grades 7 and 8 bringing an additional 150 students to the school. Recruitment efforts throughout the year also contributed to that rise:

- Face-to-Face Open House Events at both the high school and middle school.
 - Community events to promote the school
 - Fellow charter school to speak directly to the students about the offerings at ECS@DSU
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1.5 SCHOOL RE-ENROLLMENT

Re-enrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

| Grades | NUMBER OF STUDENTS RE-ENROLLED | PERCENT OF STUDENTS RE-ENROLLED |
|------------------|--------------------------------|---------------------------------|
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | 80 | 80.81% |
| 11 | 69 | 81.18% |
| 12 | 77 | 91.67% |
| Total/Avg | 231 | 86.19% |

2. Explain successes or challenges of implementing the school's retention plan.

School Comments: ECS@DSU has had some successes with school re-enrollment. The majority of the seniors re-enrolled. The "sibling" preference for applications ensured that families would remain together. In addition, the preference of "ECS or DSU Employees' Children" demonstrates the loyalty of the Hornet following in supporting ECS@DSU. ECS@DSU has also faced challenges with re-enrollment. Some students have chosen to not re-enroll due to transportation. ECS@DSU transports students from the entire state of Delaware via hub-stops, centralized locations that are 5-10 miles from homes. Some parents experienced issues getting their students to the transportation stops and decided a sending school stop worked better because it was closer to their houses.

Another challenge that comes with early college programs across the country is that students need to be "college ready" in order to be enrolled in the college courses. They are not just a right. This program is rigorous and students must rise to the occasion with their grades, attendance, behavior, teacher recommendations, and their assessment scores in order to have the privilege of taking college-level courses. The attrition rate for early college programs in the US is 38%-40%. Students who have not earned this right to take college courses have sometimes chosen to attend their sending schools to work on their college readiness skills and then go to college after graduation.

II. ACADEMIC PERFORMANCE

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 \(DSSF\)](#) 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](#).

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

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2022-2023

| Indicators/Measures | Weight | Metric Value | Points Possible | Points Earned |
|---|-------------|--------------|-----------------|---|
| Academic Achievement | 20% | | 100 | 26 Well Below Expectations |
| Proficiency ELA (grades 3-8 and 11) | 10% | 40.98% | 50 | 20 |
| Proficiency Math (grades 3-8 and 11) | 10% | 11.22% | 50 | 6 |
| Academic Progress | 25% | | 125 | 55 Well Below Expectations |
| Growth in ELA (grades 4-8) | 10% | 51.88% | 50 | 26 |
| Growth in Math (grades 4-8) | 10% | 37.09% | 50 | 19 |
| Growth of lowest quartile ELA (grades 4-8) | 1.25% | 55.35% | 6.25 | 3 |
| Growth of highest quartile ELA (grades 4-8) | 1.25% | 39.08% | 6.25 | 2 |
| Growth of lowest quartile Math (grades 4-8) | 1.25% | 66.26% | 6.25 | 4 |
| Growth of highest quartile Math (grades 4-8) | 1.25% | 23.86% | 6.25 | 1 |
| School Quality/Student Success | 25% | | 125 | 80 Approaching Expectations |
| On Track Attendance (grade K-12) | 3% | 81.44% | 12.5 | 10 |
| Proficiency Science (grade 8 and Biology) | 5% | 26.42% | 25 | 7 |
| Proficiency Social Studies (Grades 7 and 11) | 5% | 28.77% | 25 | 7 |
| College and/or Career Preparedness (9-12) | 8% | 101.46% | 37.5 | 38 |
| On Track in 9th Grade | 5% | 71.73% | 25 | 18 |
| Graduation Rate | 20% | | 100 | 94 Meets Expectations |
| 4-Year Cohort Graduation Rate | 15% | 95.29% | 75 | 71 |
| 5-Year Cohort Graduation Rate | 3% | 91.49% | 13 | 12 |
| 6-Year Cohort Graduation Rate | 2% | 95.06% | 12 | 11 |
| Progress toward English Language Proficiency | 10% | N/A | N/A | N/A |
| Total | 100% | | 450 | 255 |
| Overall Percentage / Rating | | | | 56.67% Well Below Expectations |

L 2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2027, our expectation is to achieve the overall rating of “Meets” or “Exceeds” standard as measured by the Academic Performance Framework (DSSF). Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school’s academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

ECS@DSU had successes in the areas of School Quality/Student Success (c) and Graduation Rate (d), but were not as successful in the categories of Academic Achievement (a) and Academic Progress (b).

Academic Achievement (a) and Academic Progress (b) in both ELA and math for the middle school was well below the state average for 8th grade students. For the 7th grade students, they were also well below in math, but surpassed the state in ELA. Some of the root causes the following:

- The newness of the middle school was certainly a factor. This was the first year of the school, and most of the staff was new to the building as well. The curriculum was new for all, and everyone spent the year getting adjusted to it, routines, school logistics, etc. The information from the data, however, provided will act as a benchmark for decision-making for teaching and learning.
- For the high school, the mean score for ERW for the SAT was 460 to the state’s 469 and the math mean score was 430 to the state’s 450. For math proficiency, ECS@ DSU will need to have more consistency in instruction.
- There was a high turnover rate for math teachers during the year and the teachers hired after the school year started did not receive the summer Springboard training.
- One math teacher had to be replaced by a virtual teacher mid-year, which certainly contributed to less than proficient SAT scores.

Although there were low scores in some areas of academics, the School Quality/Student Success (d) category was “approaching the standard” with the high point being in College

and/or Career Preparedness, which surpassed the metric value with 101.46% of the score. For ECS@DSU, this is the main purpose of the school. The graduation rate (e) met the standard with 94 points out of a possible 100 and the rate growing from 87.48 (2018) to 90.63 (2019) to 92.59 (2020) to 90.43 in 2021 to 95.39 in 2023. This average has been above both the state and national average each year.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

While the state uses SAT scores as a measure, ECS@DSU PSAT data was promising. For the PSAT 8/9, the ERW Mean score was 426 to the state average of 424. The Math Mean score was 413 to the state average of 406. For the PSAT 10, the student's ERW Mean score was 451 to the state average of 439. And the Math Mean score was 417, nine points from the state average of 426.

One of the root causes and challenges with the College Board standardized tests is motivation for ECS@DSU students, who are already taking college courses in a college setting. As the SAT is the bar by which scholars across the country are measured in order to attend most institutions of higher education, performing well on this assessment can seem inconsequential for our scholars who are already attending college classes and successfully matriculating.

5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

ECS@DSU's vision is for 100% of the scholars to be "high school" or "college ready" at the end of each semester. With the Early College *Readiness Rubric*® scoring system being used since 2015-16, which measures the whole student, using the factors of grades, attendance, behavior, assessments, and teacher recommendations. Students are scored every 4 ½ weeks to look for a pattern of readiness in all factors. This measurement is used to decide when middle school students are ready to take high school classes and when high school students are ready to take college courses. Students must maintain readiness in order to remain in both.

This past year, the overall school rating for high school readiness for the 7th grade grew from 30.8% at the beginning of the year to 34.2%, and for the 8th grade grew from 25.0% to 34.2%. Both grade levels went in the right direction, while still being below the target. This is now baseline data which will be used to measure going into the next school year. For the college readiness scores, overall, the students ended the year with 60.94% in grades 9-12; this was maintained throughout the school year, with a highlight of the junior class being at 75.51%.

Another measure not captured by the DSSF but that is at the core of the ECS@DSU mission and vision is the number of college credits earned by the high school students. Each year, 10th, 11th, and 12th grade students earn the right to take the college courses through the ECS Readiness Program. In the nine years of the school's existence, the students have earned 13,190 college credits with a passer rate of 88% to 96% and most of them before they have turned 18 years old. The students are taking these college courses alongside the Delaware State University students.

See Appendix 1 for ECS *Readiness*® scores (Fig. 1 & Fig. 2) and College Credits Earned data (Fig. 3).

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

ECS@DSU has other academic-related highlights including attendance and discipline data. For the middle school, the average daily attendance for Grade 7 fluctuated between 91.37% and 95.67% for the year, and the 8th grade between 90.33% and 96.3% with a middle school average of 9.32% for the school year, surpassing the state and national levels (See Fig. 4).

ECS@DSU high school students have averaged between 89.16% and 97.29% since 2014 when the school opened, also above the state and national averages. In 2023, the average daily attendance was 93.04% (See Fig. 4).

ECS@DSU also had success in the area of Behavior Reporting. For the middle school, 4.41% of the students (6 students) had six or more discipline referrals, while 12.50% (17 students) had 2-5. And most of the middle school students (89.09%) had 0-1 referrals (104 with zero).

The high school students fared about the same (See Fig. 5). Six total students (1.66%) had six or more referrals, 50 students (13.81%) had 2-5 referrals. And finally, 306 students (84.53%) had 0-1 referrals (270 with zero).

In Other Subjects/Activities

- Physical Education and Health departments have partnered with Delaware State University's athletic department regarding curriculum updating, equipment usage, and college-level interns who support scholar-learning.
 - Athletic coaches conduct weekly individual scholar check-in meetings to assess holistic wellness and provide additional support and partnerships as needed.
 - ECS has a scholar who is visually impaired. They participate in the instrumental music program and memorize all the music.
 - The National Junior Honor Society chapter was formed and inducted 15 new members.
 - The Class of 2023 (71 students) earned \$3,072,252 in scholarships.
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III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

| YEAR | Education Program | | | | Governance & Reporting | | | Students & Staff | | Facilities , Transportation, Health, & Safety | OVERALL RATING |
|---------|-------------------|---|----------------------------|------------------|---------------------------------|-------------------------------|--------------------------|------------------|---|--|----------------|
| | Mission Fidelity | Applicable State & Federal Requirements | Students with Disabilities | English Learners | Governance & Public Stewardship | Oversight & School Management | Reporting & Requirements | Student Rights | Teacher Certification and Hiring Requirements | | |
| | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 3a | 3b | 4a | |
| 2022-23 | AS | M | AS | M | M | M | M | M | M | M | Meets Standard |

M: Meets Standard

AS: Approaching Standard

F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2027, our expectation is to achieve an 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.

7. Describe the school’s organizational performance during school year 2022-23. (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.)

School Comments:

ECS@DSU met the overall standard in organizational performance. With a supportive Board, ECS@DSU was able to successfully open a junior high school division, migrate the high school into one building, maintain new athletic fields, and have the charter renewed for five years.

8. Discuss management and operations successes and challenges during the 2022-23 school year.

Areas you may want to consider as appropriate:

- School leadership
- Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

The ECS@DSU School Leadership Team was in a restructuring year in 2022-23 with the School Leader moving to Head of School, the Associate Principal moving to Principal, and the Instructional Coach moving to the Associate Principal position.

The Head of School had overall supervision of the school system: transportation, facilities, nutrition, technology, parent and community engagement, athletics, marketing, fundraising, and enrollment. The Principal supervised the day-to-day operations and teaching and learning and scheduling of the high school located on the DSU campus, while the Associate Principal oversaw the day-to-day operations and teaching and learning and scheduling of the middle school.

All three leaders were not new to ECS, but new to the positions. Together, they planned professional development for all staff, performed evaluations, and wrote grants to contribute to the health and well-being of the staff and students. From staff survey results at the end of the school year, the team had a 91.64% approval rating which was based on the PSEL standards.

Challenges this year included:

- Facilities: Moving into a new facility for the high school three weeks before school started. This meant all logistics, systems, storage, classroom utilization, and so forth, had to be created.
 - Athletic Facilities: Creating a system for practice and competitions for ECS@DSU that did not impede the Delaware State University Athletic Program.
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- Technology: Unifying technology guidelines and expectations among staff and students. We are successfully utilizing a newly implemented ticket system for technical issues.
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9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

ECS@DSU scored “Approaching the Standard in two categories: Mission Fidelity (1a) and Students with Disabilities (1c), but met in all other categories.

In the area of Mission Fidelity (1a), ECS@DSU scored “Approaching the Standard” due to college readiness and college credits earned on the “Mission Specific Goals.” First, for readiness, the standards are 70% -Above of 9-12 grades are college ready by end of the year; Meets Target 65-69.99% at 9-12 grades are college ready by the end of the year; Approaching Target 60.1-64.99 9-12 grades are college ready by the end of the year; Below Target 60% of 9-12 grades are college ready by the end of the year. ECS@DSU scored 60.94%, which is Approaching.

For College Credits earned, the standards are Exceeds Target 55.1%-Above of 10th graders will have earned a college credit, Meets Target 45.1%-55.% of 10th graders will have earned a college credit; Approaching Target 35.1-45-% of 10th graders will have earned a college credit; Below Target 35%-Below of 10th graders will have earned a college credit. ECS@DSU scored 43.35% , which is Approaching.

In the area of Students with Disabilities (1c), ECS@DSU scored “Approaching the Standard” due to *one* student’s file not being compliant. The school created a corrective action plan and satisfied the requirement. For data purposes, 100% of ECS@DSU students with disabilities graduate on time with their peers and most with college credits.

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. 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, gifted and talented students, or Multilingual Learners.

School Comments:

There was only one finding in regard to students with special needs, a clerical audit finding that involved a missing date. The special education coordinator wrote a corrective action plan to ensure accuracy in documentation.

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

School Comments:

ECS@DSU uses a number of data points and methods to decide services for at-potential students, students with disabilities and gifted and talented students:

- Schoology Data is collected for grading (daily)
- E-School Data is collected for grade reporting (every 4 ½ weeks), attendance (daily), behavior (daily)
- ECS Readiness© Data is collected every 4 ½ weeks for grades, attendance, behavior, assessments, and teacher recommendations
- PLCs are held monthly for staff to discuss all student data and determine the interventions needed to ensure success for all students

Student interventions include:

- After School Hornet H.E.L.P. (Hornets Excelling Learning Potential): With a Community Grant, students are able to receive homework/project/assignment help from their teachers
- Communities in Schools
- Mentoring
- RtI class
- Etc.

If a student has an IEP, the IEP team is consulted to determine any further accommodations needed. In addition, when a student with an IEP has earned the right to take college courses, ECS@DSU works closely with the Delaware State University Accessibility Services team to ensure that university accommodations are in place.

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

School Comments:

Multilingual learners are identified in the following way: Application/Registration information gathered at the time of enrollment. If students reveal that English may not be their first language or that a language other than English is spoken in the home, the students are marked to be tested to assess if students need further services. Through Opportunity Grant funding, ECS@DSU provided MLL services.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

The ECS Board of Directors meets bi-monthly to conduct business (August, October, December, February, April, June). On that day, the Board sub-committees meet

- Academic Affairs
- Finance & Facilities
- Personnel
- Fundraising/Development
- Recruitment
- Audit
- Nominating

Each committee has a Board chair who reports findings directly to the Board. There are two lawyers on the Board who assist with legal compliance.

14. Discuss board-related success and challenges during school year 2022-23. Areas you may want to consider as appropriate include:
- Membership and recruitment

- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments:

Successes and challenges in the following areas:

- Membership and recruitment: Two Board members retired this past year. The Board president position was filled with the Vice Chair. The other position was not filled. The Board will be filling those positions in the 2023-24 school year with the nominating committee.
 - New member induction and ongoing governance training: N/A
 - Meeting attendance: Most Board members were present for each meeting in 2022-23.
 - Board self-evaluation: A process needs to be put in place for self-evaluation. This will be addressed in the 2023-24 school year.
 - Progress on particular board-level projects: More fundraising efforts need to be initiated by the Board.
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15. Describe the process used by the board to evaluate school leadership.

School Comments:

The Board has a committee entitled, "Personnel," whose sole purpose is to evaluate the School Leader. The committee is comprised of a chair and three other Board members. The chair attended DPAS training and follows all procedures: Goal-Setting, Mid-Year Conference, and Summatives, evidence collection, and so forth. The information is presented to the Board in Executive Session.

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

School Comments:

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.

17. Share how the board supports the school. Speak to the board’s involvement in events, operations, and fundraising activities.

School Comments:

The Board is involved in programs, events, and fundraising activities at ECS@DSU. Through sub-committee work, school leader reports, teacher rep reports, student rep reports, and parent rep reports, the Board is kept abreast of all activities and accomplishments. In addition, the Board is in receipt of the weekly online newsletter, *Hornet Happenings* from the school leader.

The Board regularly attends events such as pep rallies, awards ceremonies, fundraising events.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

ECS@DSU solicits feedback each year from students and parents via the Delaware PBIS School Climate Data. This information provides the school feedback on safety and wellness and well as relationships within the school. In 2023, the DE PBIS data was lost due to a technological glitch by the company that produces it. In previous years, ECS@DSU has had an overall rating of 92% or above by students and parents.

To ensure that this does not happen again, the school leader has secured Panorama electronic surveys that will be administered each year to staff, students, and parents.

3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

| SCHOOL YEAR | PERCENT OF TEACHERS RETAINED | NUMBER OF TEACHERS RETAINED | NUMBER OF TEACHERS ELIGIBLE |
|-------------|------------------------------|-----------------------------|-----------------------------|
| 2022-23 | 65% | 17 | 26 |

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

There are varying reasons as to staff members not being retained at ECS. This past year, some of them within the control of the school and others. Upon an exit review of the staff members who left, the reasons were

- Pay is better in another district within Delaware
- Moved out of state
- Moved out of the country
- Engagement and moving

To monitor and minimize teacher attrition rates mentioned above, the ECS@DSU Administration will provide a "New Teacher Academy" class to be held monthly both after school and virtually. This time will allow for more time for professional development, explanation of school procedures, and discussion about upcoming events and teacher evaluation. This will also be a time for new teachers to address concerns or issues or questions they may have with the School Leader. Also, there will be small rewards for the new staff to celebrate their accomplishments as new ECS teachers.

In addition, the ECS@DSU will be looking at a way to increase salaries to be able to compete with school districts.

20. Describe how the school’s professional development plans have evolved to support teachers and leadership.

School Comments:

Professional development was provided in a number of ways for the staff:

State-wide Professional Development

- Communication and Collaboration Network
- Math Coalition Meetings
- Social Studies Coalition Meetings
- Science Coalition Meetings
- Literacy Cadre Meetings
- State-wide PD Day

School-wide Staff Professional Development Days:

- Five in Summer—Department Curriculum and Lesson Planning
 - Five in August—Data Dive, School-Year Planning, logistics, Management, Instruction
 - Two in January-- Data Dive, School-Year Planning, logistics, Management, Instruction
 - Five in May--Data Dive, School-Year Planning, logistics, Management, Instruction
 - Monthly Staff Meetings—Varying PD
 - PLCs—Data Dive
 - Virtual PD—Reading & Trends
 - New Teacher Academy—Varying Topics
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21. Describe how the school’s completion of educator evaluations has evolved.

School Comments:

The use of the Data Service Center for evaluations has been helpful in keeping track of observations/evaluations. The ECS@DSU Administrative Team met every Friday to discuss school matters and evaluations. Data from the evaluations helps to drive professional development for the staff.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter

school’s financial health while taking into account the school’s financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

| | Current Ratio (Working Capital Ratio) | Debt to Asset Ratio | Days Cash | Debt Service Payments / Loan Covenants | Aggregated Three-Year Total Margin | Cash Flow | Debt Service Coverage Ratio | Enrollment Variance | Student Retention | Financial Management & Oversight | |
|---------|---------------------------------------|---------------------|-----------|--|------------------------------------|-----------|-----------------------------|---------------------|-------------------|----------------------------------|----------------|
| YEAR | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 3 | 4 | OVERALL RATING |
| 2022-23 | M | M | M | M | M | M | M | M | Not Rated | M | Meets Standard |

M: Meets Standard
 AS: Approaching Standard
 F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2027, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Financial Performance Framework. Each year, we will show growth within each metric area, putting us on track to achieve our financial performance expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

ECS@ DSU met the school’s financial performance standards that are in accordance with the State’s guidelines, laws, code, and regulations.

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

School Comments:

ECS@DSU continued to follow all practices outlined by the State’s Budget and Accounting Manual, code, regulations, and guidelines. In addition, monthly meetings with the school’s financial consultant helped to forensically look at all finances, budgets, and web reports to be presented to the Board Finance Committee.

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments:

ECS@ DSU met the school’s financial performance standards that are in accordance with the State’s guidelines, laws, code, and regulations.

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

School Comments:

ECS@DSU received a finding for not separating the overarching financial procedures into two separate funding sources: federal and state. The corrective action plan involved separating the procedures into one for all other and another for federal. The Board of Directors voted on the new policy.

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

ECS@DSU has effective systems, structures, and processes that have led to significant improvement in the following areas:

- Leadership: Because of the addition of the junior high school division, three administrators were warranted, dividing up duties in such a way that two administrators run the day-to-day operations of the middle and high school divisions, who are in two different locations, while the head of school oversees the overall school system.
 - Professional Learning: All three administrators help to plan professional development and lead it. In addition, they recruit other teacher leaders to lead sessions and to learn from each other.
 - Instructional Transformation: ECS@DSU is moving toward more collaboration with teacher leaders to help with transforming the instruction. Instituted during the 2022-23 school year, Department Liaisons help with communication, bring information to the administration, and assist with strategic planning.
 - Equity: The whole point of an early college program is for students to be able to perform college level work. There are many factors that go into college readiness. At ECS, this is measured using the *ECS Readiness Rubric*®, and the factors are grades, attendance, behavior, teacher recommendations, and proficiency on assessments. This procedure levels the playing field for all students.
 - Culture and Climate Shift: ECS@DSU is moving toward more collaboration with teacher leaders to help shift culture and climate. Instituted during the 2022-23 school year, Department Liaisons help with communication, bring information to the administration, and assist with strategic planning.
 - Collaboration/Partnerships: Having DSU as a partner offers many opportunities for collaboration and partnerships. DSU students serve as interns at ECS@DSU, complete practicums, and mentor/tutor ECS students. In turn, ECS@DSU students have the opportunity to participate in internships, attend performances, hear speakers, etc. In addition, ECS@DSU partners with many community groups in both classrooms during the school day and especially in the after school program.
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VI. ANNUAL REPORT CERTIFICATION STATEMENT

| | |
|------------------------|---------------------------------|
| Name of School: | Early College |
| Location: | School @ DSU Dover, Delaware |

I hereby certify that the information submitted in this annual report 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.

Crystal Gillis-Hammond
85A652AE848DA40

1/15/2024

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

| | |
|--|---------------------------------|
| Print/Type Name: | Crystal Gillis-Hammond |
| Title (if designated): | Board of Directors President |
| Date of approval by board of directors: | January 4, 2024 |

Appendix 1

Fig. 1 Grades 7 & 8 High School Readiness Percentages 2023



Fig. 2 Grades 9-12 Overall College Readiness scores 2021-23

| Reporting Period | 2021-22 | 2022-23 |
|------------------|--------------|--------------|
| 1st MP Interim | 60.8 | 77.6 |
| 1st MP | 68.2 | 60 |
| 2nd MP Interim | 58.1 | 57.2 |
| 2nd MP | 58.9 | 56.45 |
| 3rd MP Interim | 63.4 | 59.08 |
| 3rd MP | 71.6 | 60.28 |
| 4th MP Interim | 62.6 | 56.33 |
| 4th MP | 61.6 | 60.55 |
| Average | 63.15 | 60.94 |

Fig. 3 ECS College Credits Earned

| Class of 2018 | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 | Class of 2023 | Class of 2024 | Class of 2025 | Whole School Total | Year Credits Earned |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|---------------------|
| 241 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 241 | 2014-15 |
| 331 | 111 | N/A | N/A | N/A | N/A | N/A | N/A | 442 | 2015-16* |
| 1281 | 175 | 197 | N/A | N/A | N/A | N/A | N/A | 1,653 | 2016-17* |
| 839 | 746 | 222 | N/A | N/A | N/A | N/A | N/A | 1,807 | 2017-18* |
| N/A | 745 | 819 | 288 | N/A | N/A | N/A | N/A | 1,852 | 2018-19 |
| N/A | N/A | 751 | 857 | 382 | N/A | N/A | N/A | 1,990 | 2019-20 |
| N/A | N/A | N/A | 875 | 590 | 394 | N/A | N/A | 1,859 | 2020-2021 |
| N/A | N/A | N/A | N/A | 759 | 554 | 419 | N/A | 1,732 | 2021-22 |
| N/A | N/A | N/A | N/A | N/A | 707 | 683 | 224 | 1,614 | 2022-23 |
| 2692 | 1,777 | 1,989 | 2,020 | 1,731 | 1,655 | 1,102 | 224 | 13,190 | Totals |

Fig. 4 ECMS and ECHS Average Daily Attendance Totals

| 2022-23 | Grade 7 % Present | Grade 8 % Present | School Year | % |
|----------------|-------------------|-------------------|-----------------------------|-------|
| 1st MP | 95.67 | 96.3 | 2014-15 | 95.1 |
| 2nd MP | 92.92 | 90.33 | 2015-16 | 96.01 |
| 3rd MP | 91.37 | 92.92 | 2016-17 | 96.1 |
| 4th MP | 93.66 | 91.89 | 2017-18 | 94.49 |
| Division Total | 93.2 | | 2018-19 | 93.58 |
| | | | 2019-20 (08/19/19-03/06/20) | 91.28 |
| | | | 2019-20 (03/18/20-05/15/20) | 89.16 |
| | | | 2019-20 (Whole Year) | 90.88 |
| | | | 2020-21 (Remote) | 97.29 |
| | | | 2021-22 | 93.67 |
| | | | 2022-23 | 93.04 |

Fig. 5 ECMS Behavior Reporting Pyramid

**Early College High School - Referrals
Behavior Reporting Triangle 8/22/2022 - 5/19/2023**

**Grade(s): 07,08
All Students**

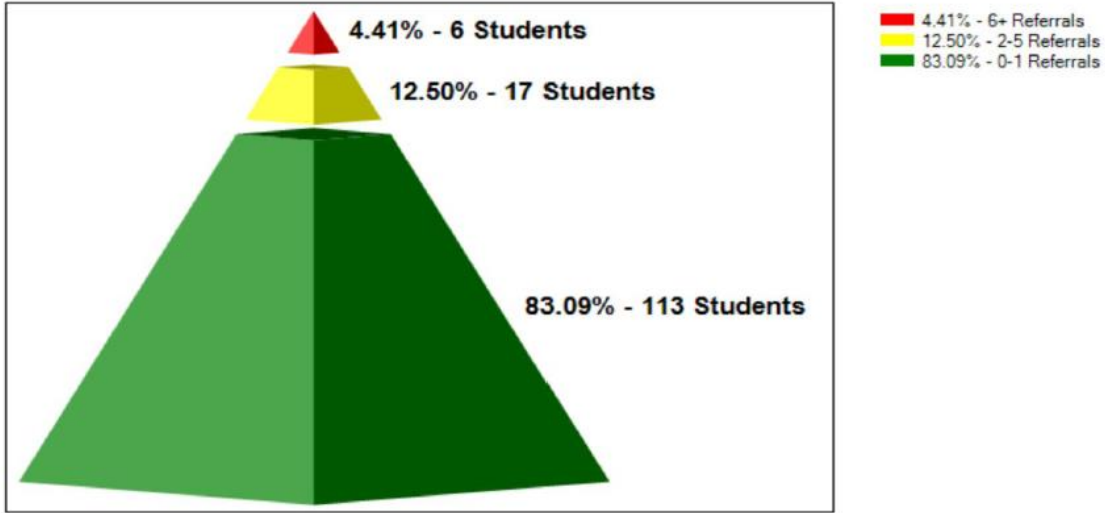


Fig. 5 ECHS Behavior Reporting Pyramid

**Early College High School - Referrals
Behavior Reporting Triangle 8/22/2022 - 6/7/2023**

**Grade(s): 09,10,11,12
All Students**

