



EASTSIDE CHARTER SCHOOL

ANNUAL REPORT

Report Date: January 15, 2024

Delaware Department of Education

Charter School Office

401 Federal Street, Suite 2

Dover, DE 19901

Phone: (302) 735-4020

Email: infocso@doe.k12.de.us

Homepage: <https://www.doe.k12.de.us/Page/2267>

I. OVERVIEW

1.1 SCHOOL PROFILE

EastSide Charter School 3000 N Claymont St, Wilmington, DE 19802 https://www.eastsidecharterschool.org/			
Year Opened	1997	District(s) of Residence	Colonial School District
2022-23 Enrollment	460	Approved Enrollment	472
Current Grade Span	K-8	Approved Grade Span	K-8
School Leader(s)	Aaron Bass	School Leader Phone & Email	(302) 762-5834 aaron.bass@escs.k12.de.us
Board President	Joycelyn Stewart	Board President Email	jocelynstewart1@gmail.com
Mission Statement: The mission of EastSide Charter School is to strive to inspire our students to realize their vision for the future and ensure that they are equipped with the resources to achieve it. EastSide Charter School will provide students with high expectations, critical thinking, responsive and engaging instruction and the charter skills that are necessary to succeed in the word of tomorrow.			

1.2 STUDENT DEMOGRAPHICS

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

	2022-2023
Total Enrollment	472
Students on Waiting List	23
% Male	50.21%
% Female	49.79%
% African American	93.25%
% American Indian	0.21%
% Asian	0.63%
% Hispanic/Latino	3.6%
% White	1.27%
% Multiracial	0.21%
% Native Hawaiian or Other Pacific Islander	0.42%
%Special Education	13.35%
% English Language Learners	*
% Low-Income	65.89%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
5/5/22	Major modification to increase authorized enrollment by a total of 120 students and temporarily relocate students to the Teen Warehouse (TWH) during the construction of a STEM Hub at the current location.	Approved
12/31/20	Minor Modification to increase enrollment from 426 to 460.	Approved

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K		51	
1		60	
2		51	
3		42	
4		63	
5		51	
6		54	
7		52	
8		48	
Total	460	472	103%

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

School Comments:

The new enrollment/ registration system implemented by the state is burdensome for districts and charters. Often times a new parent to EastSide, or other charters, is delayed in their enrollment due to the capacity of the sending district. This has resulted in negative effects for our recruitment plan.

1.5 SCHOOL REENROLLMENT

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

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	3	
1	48	87.27%
2	44	75.86%
3	35	100%
4	59	91%
5	48	88.89%
6	48	85.71%
7	45	91.84%
8	46	79.31%
Total/Avg	376	87.24%

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

School Comments:

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	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	30%		150	29 Well Below Expectations
Proficiency ELA (grades 3-8)	15%	23.80%	75	18
Proficiency Math (grades 3-8)	15%	15.19%	75	11
Academic Progress	40%		200	132 Approaching Expectations
Growth in ELA (grades 4-8)	15%	63.43%	75	48
Growth in Math (grades 4-8)	15%	64.05%	75	48
Growth of lowest quartile ELA (grades 4-8)	2.50%	71.81%	12.5	9
Growth of highest quartile ELA (grades 4-8)	2.50%	70.87%	12.5	9
Growth of lowest quartile Math (grades 4-8)	2.50%	63.89%	12.5	8
Growth of highest quartile Math (grades 4-8)	2.50%	82.44%	12.5	10
School Quality/Student Success	20%		75	11 Well Below Expectations
On Track Attendance (grade K-12)	10%	20.79%	50	10
Proficiency Science (Grades 5 and 8)	5%	3.28%	25	1
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	N/A	N/A	N/A
Total	100%		425	172
Overall Percentage / Rating				40.47% Well Below Expectations

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

Indicators	2017-2018			2018-2019		
	Points Possible	Points Earned	Percentage Points	Points Possible	Points Earned	Percentage Points
<i>Academic Achievement</i>	150	31	21% Well Below Expectations	150	27	18% Well Below Expectations
<i>Academic Progress</i>	200	126	63% Meets Expectations	200	101	51% Approaching Expectations
<i>School Quality/Student Success</i>	50	38	76% Meets Expectations	50	32	64% Approaching Expectations
<i>Progress toward English Language Proficiency</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Overall</i>	400	195	49% Well Below Expectations	400	160	40% Well Below Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on 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.

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:

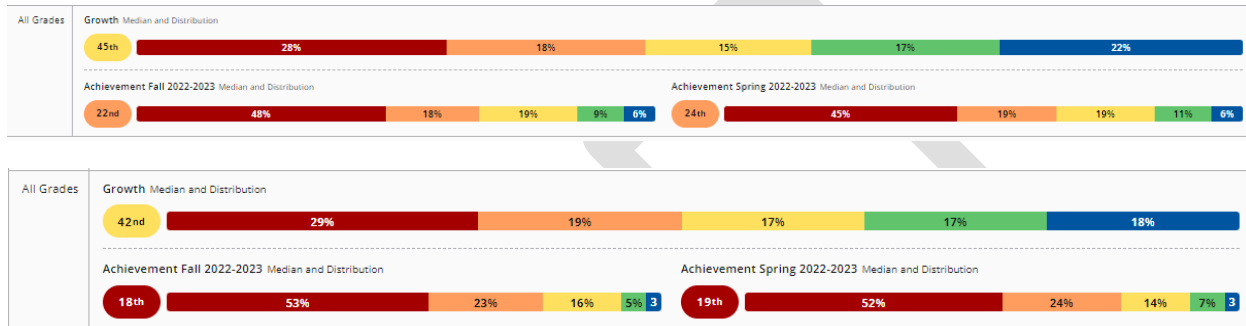
EastSide made progress in Math and Reading on the Smarter Balanced Assessment. We grew by 5% points in Math and 1% in Reading. Our increase came at the same time as the continued decline in the state average in Delaware in both content areas. EastSide continues to strive for increased scores and we have worked with the Delaware Department of Education on selecting new curriculum in Math, English, and Social Studies.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

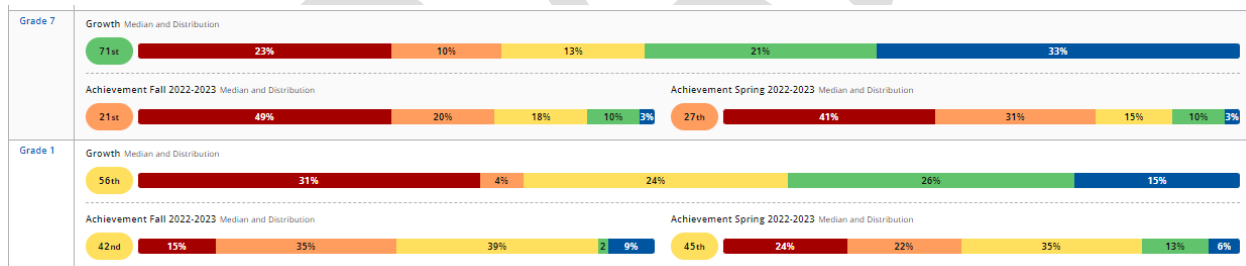
4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

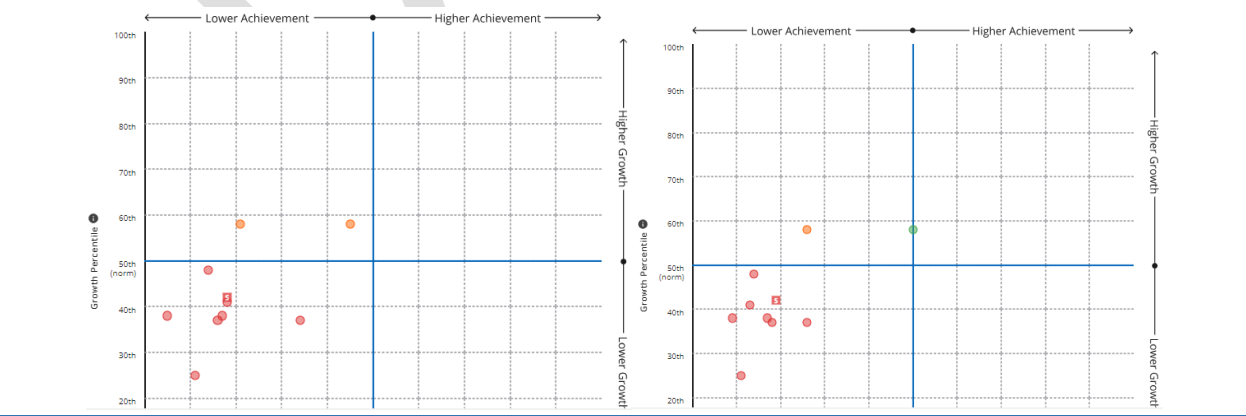
EastSide measures its progress in a variety of ways including, but not limited to NWEA’s MAP. The graph below provides a snapshot of the regular growth students make over the course of the year. In 2022-2023, 55% of students showed significant growth in ELA and math.



Indicates a holistic view of the school’s growth vs. achievement data per NWEA.



Indicates areas of significant growth in particular grades.



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:

The following root causes have been identified by the school:

- **Attendance:** without being present for school, students miss out on tier 1 instruction. This compounds throughout the year and subsequent years. It is apparent that students who are regularly absent are performing in some of the lowest brackets.
- **Lack of high quality instructional materials:** While material is rigorous, or suggested by the state, such as the Bookworms curriculum, that does not mean that it is appropriate for our population of students. The need for a more adaptive, supportive, and flexible curriculum is apparent. Curriculum sources that are in practice are being modified on the regular to achieve high quality status. This contributes to teacher stress, especially with a lack of expert input on how to modify materials or resources to provide
- **Talent pipeline:** There is a consistent need for qualified individuals that is not being met. This is not a situation strictly for our school, however, it is a large impact for how processes impact the day-to-day.
- **Professional development:** Teachers have expressed desires to go beyond required trainings and refine their craft. Their requests are for more differentiated workshops to address individual growth goals.
- **Truancy:** To date we have identified 37 students who have missed 10% of the school year. These situations do not reflect the 90% of our student body, but are of concern since this group of students contributes to larger inequities and hurdles for school personnel's planning.
- **Transportation:** Consistent and reliable transportation has been a major hindrance for our students especially during the pandemic. A nationwide shortage in bus drivers last year caused the school to promote families to drive their students while the school operated with less than half of our typical busses. Inconsistent and unreliable transportation would be a problem for most schools, but is compounded when dealing with a low-income population.
- **Adjacent trauma:** When dealing with students who have considerable trauma as external factors, adjacent trauma can cause adults and fellow students to internalize stressors and cause trauma themselves. This can cause physical illness or a general need for separation at times which causes increases in absenteeism.

In order to address the root causes, the school has identified the following means to address its root causes.

- Comparison of curricular materials at a committee level. Committee members will review sample materials from eight different publishers and collect reflections, wonderings, and observations. These takeaways will be shared and discussion will be facilitated amongst

everyone. One of the aspects that these comparisons will account for is the articulation/delineation of the program and the fidelity/integrity to which practitioners can implement it.

- Committee members and volunteer educators will implement sample lessons in classes in alignment with their current scope and sequences. These teachers will report back on the usability and effectiveness of the curricular source. Two key areas of focus for the committee and educators are both the Science of Reading and the Math Framework for the state. As they implement lessons, they are assessing whether these align to either. Some observations from coaches and leadership will take place with these lessons to assess the lessons from a different lens then compare findings with the educators.
- Comparison of achievement data, program timelines, diversity, embedded interventions and other factors will be conducted by the Instructional Leadership Team. The Instructional Leadership Team will then provide their findings to the committee for review and decision-making. Two aspects of this assessment will be intervention and vertical alignment. The Instructional Leadership Team has already identified that there is a need for curriculum which provides embedded intervention suggestion while communicating to itself from year to year. Only curriculum which matches these two assessment points will be recommended by the Instructional Leadership Team.
- Families at EastSide currently only receive communication regarding absences when they receive report cards or their truancy letters (5, 10, 15, 20 days). These types of communications can be lag notifies and do not provide the timely response parents require to address attendance concerns. The school will adapt a new process to provide families with detailed and timely information to parents about their student absences.
- Addressing inconsistent transportation has been an uphill battle in the State for years. EastSide invested in purchasing two 10 passenger vans prior to the 22-23 school year to help address the transportation struggles for some of our biggest transportation issues. We have hired a van driver to help operate this vehicle providing transportation in the morning and afternoon.
- Another potential strategy could be to pair high flyer attendance students with mentors for the 23-24 school year. Students are more engaged in work when they have meaningful relationships with adults. This coupled with mentor are proven successful at addressing attendance.
- Addressing staff attendance has been a consistent area of concern for EastSide; namely, in core content areas for testing grades. In an effort to both incentivize and hold individuals accountable, EastSide has adopted both an attendance raffle and professionalism assessment. Bi-weekly attendance raffles allow for leadership to celebrate those who are consistently present and with students. As a level of accountability, a self and manager reflection of professional standards includes attendance and timeliness is a measure of consideration for continued employment. Twice per year both the educator as well as the manager provide ratings based on a rubric and discuss. As a transparent measure of EastSide's desired standard, educators know what the expectation is prior to renewals. The goal of this measure is to improve attendance to ensure that qualified and quality educators are in front of students on a regular basis.

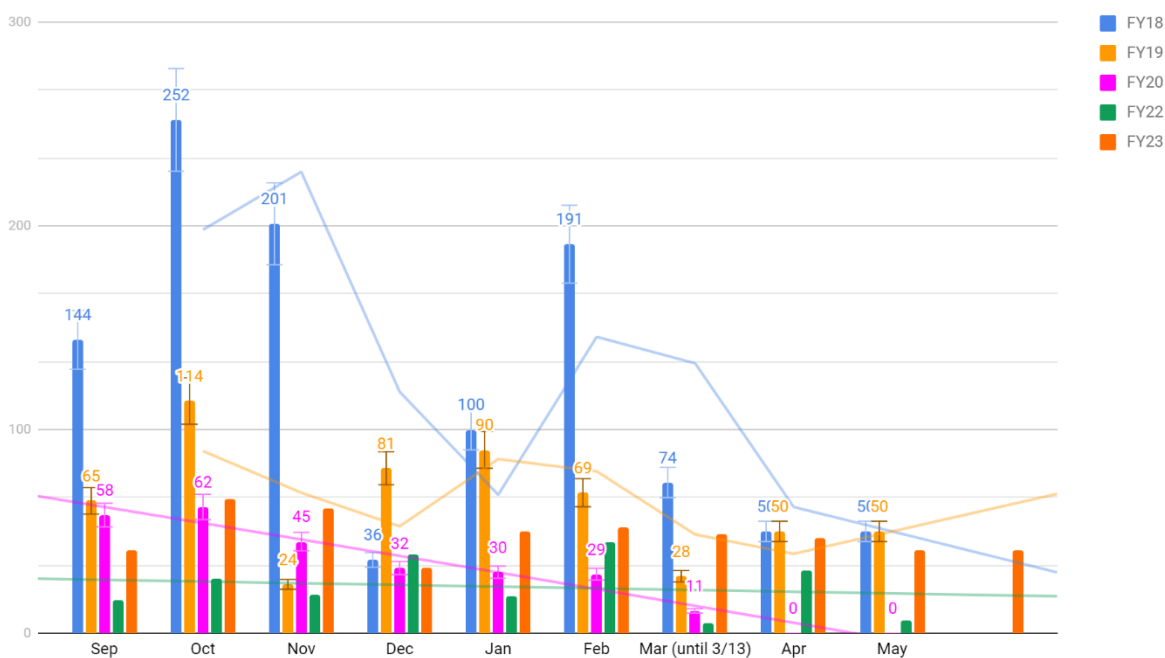
- Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight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

School Comments:

EastSide has worked on decreasing student behavioral incidents before and after the pandemic. You will notice a sustained decrease in student incidents which also matches with a sustained decrease in student suspension data.

Suspension Days	FY18	FY19	FY20	FY22	FY23
Average	42	14	14	16	20

Comparative Days Out



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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2022-23	M	M	M	AS	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 2024, 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:

The school currently has no student with an ELL classification. No further action needed.

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:

Leadership performed remarkably this year while also taking on a capital project.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

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:

EastSide continues to have a robust child find program to address the special needs of students. In recent years we have begun the APEX Honors Program to address the needs of talented and gifted students. In the first 3 years of the program students earned over \$1 Million on scholarships and financial aid to the top performing private schools in the state. Students also gained access to high performing special admission public schools. All students have access to the APEX program through an open application process.

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:

EastSide continues to have a robust child find program to address the special needs of students. In recent years we have begun the APEX Honors Program to address the needs of talented and gifted students. In the first 3 years of the program students earned over \$1 Million on scholarships and financial aid to the top performing private schools in the state. Students also gained access to high performing special admission public schools. All students have access to the APEX program through an open application process.

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:

N/A

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 EastSide Board of Directors reviews the performance of the school and makes recommendations as needed.

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:

Jocelyn Stewart completed her role as board chair in FY 23. She prepared the Vice Chair to take on the new role, Dr. Cecil Gordon. This seamless transition was done with intentionality. The board also added on 3 new highly impactful board members who have added to our community. All board members have completed their necessary training. With regard to projects the [board-First](#)

[Community Foundation](#) has overseen the \$26.5 Million STEM Hub project and has successfully fundraised \$23 Million [thus far](#).

15. Describe the process used by the board to evaluate school leadership.

School Comments:

The Board of Directors sets targets for the CEO tied to the success of the school. These targets address issues that are key to the overall health of the organization. The CEO gives monthly updates on progress and at the end of the year the board examines the outcomes with the CEO.

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

School Comments:

The school has identified Katelyn Whelan as the successor to the current CEO. She has established strong connections with families, staff and community. She was officially named the successor five years ago. She has also taken on leadership for the school when the leader was out for medical reasons.

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

School Comments:

The board has been at the core of the support for the school. This has included over 20 years of leading a mentoring program. In addition the board has been pivotal in securing new partnerships. As mentioned earlier the board has been successful in securing funding for our new STEM Hub.

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:

The board has a role for a parent and the school CEO as well as many faculty of EastSide are parents of the school. In addition our CBOC parent representation. We also meet with parents throughout the year to make sure that they are engaged with our curriculum, systems, and new initiatives.

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	72.92%	34	48

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

School Comments:

EastSide has increased teacher retention from 37% to 72%. This increase is due to sustained leadership and supports from the board as well as initiatives from the Redding Consortium.

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

School Comments:

The new curriculum that the school has used as well as supports from DOE through the Redding Consortium including the LSI initiative have been helpful. Each professional development is evaluated by the staff and outcomes examined by coaches and leadership.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

The school has successfully moved to DSSF for all teacher evaluations. Our leaders have worked with the Department of Education on the process and provided feedback. All staff have been trained in the process and receive ongoing feedback on progress throughout the year.

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

YEAR	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	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
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 2024, our expectation is to achieve an overall rating of “Meets,” as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate performance aligned

with those 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:

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

School Comments:

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

School Comments:

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

School Comments:

DRAFT

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:

LSI (Leading for School Improvement) is an organization we have a chance to work with this year through the Redding Consortium. TLs are educators who go beyond the traditional boundaries of their classroom and actively contribute to the improvement of the school and educational community as a whole. Being a TL requires a balance of teaching, leadership, and advocacy skills. It involves being an effective communicator, a lifelong learner, a supportive mentor, and an agent of change. TLs play a crucial role in shaping the future of education by creating a culture of continuous improvement, professional development, and student success.

In 2021 we began working with Nemours on Actions Against Racism. The program has continued through the present. The program has involved professional development for staff as well as students around issues of identity. This unique partnership is being developed into a program for other schools to use in Delaware.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	EastSide Charter School
Location:	3000 N. Claymont Street, Wilmington, DE 19802

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.

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

Date

Print/Type Name:	Aaron Bass
Title (if designated):	CEO
Date of approval by board of directors:	