



## THOMAS EDISON CHARTER SCHOOL

### ANNUAL REPORT

**Report Date: January 15, 2024**

**Delaware Department of Education**

Charter School Office

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## I. OVERVIEW

### 1.1 SCHOOL PROFILE

<b>Thomas A. Edison Charter School   2200 N. Locust Street, Wilmington, DE 19802</b> <a href="https://www.thomasedisoncharter.k12.de.us/">https://www.thomasedisoncharter.k12.de.us/</a>			
<b>Year Opened</b>	2000	<b>District(s) of Residence</b>	Brandywine School District
<b>2022-23 Enrollment</b>	632	<b>Approved Enrollment</b>	745
<b>Current Grade Span</b>	K-8	<b>Approved Grade Span</b>	K-8
<b>School Leader</b>	Salome Thomas-EL	<b>School Leader Phone &amp; Email</b>	(302) 778-1101 salome.thomas-el@tecs.k12.de.us
<b>Board President</b>	Mikkel Christie	<b>Board President Email</b>	Mikkelmbc@gmail.com
<b>Mission Statement:</b> The mission of the Thomas A. Edison Charter School is to provide a world-class education to students despite race, gender, and socio-economic status. In compliance with 14 Del. C., Section 501, Thomas Edison Charter School intends “to improve student outcomes, encourage the use of innovative and proven school strategies that will impact teaching and learning. We will provide parents and students with a measure of improved school and student performance.”			

### 1.2 STUDENT DEMOGRAPHICS

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

	<b>2022-2023</b>
Total Enrollment	632
Students on Waiting List	35
% Male	47.15%
% Female	52.85%
% African American	96.68%
% American Indian	0.16%
% Asian	0%
% Hispanic/Latino	1.27%
% White	1.11%
% Multiracial	0.79%
% Native Hawaiian or Other Pacific Islander	0%
% Special Education <sup>3</sup>	%
% English Language Learners	%

% Low-Income	%
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**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
K		65	
1		86	
2		68	
3		77	
4		71	
5		72	
6		71	
7		62	
8		60	
<b>Total</b>	<b>745</b>	<b>632</b>	<b>85%</b>

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

School Comments:

At Thomas Edison Charter School we engage with the community through various forms of outreach to increase recruitment of students. Our Family and Community coordinator visits local Head Start Preschool programs and daycares to speak to parents about our kindergarten program and initiatives that TECS offers for students. We hold open houses and “Kindergarten Sneak a Peek” days for prospective kindergarten families to be able to tour the school and answer any questions they may have. We emphasize that TECS strives to build a safe and academically challenging culture where students feel supported and families are happy about sending their children to our school.

One of our major challenges for recruitment is the newly implemented requirement that parents must register at their feeder district school before enrolling at Thomas Edison. This extra step, especially for our parents and grandparents who are not tech savvy or have transportation, is a huge hindrance for our families.

## 1.5 SCHOOL REENROLLMENT

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	0	
1	66	88.00%
2	62	91.18%
3	71	83.53%
4	64	76.19%
5	69	86.25%
6	71	82.56%
7	62	73.81%
8	60	82.19%
<b>Total/Avg</b>	<b>525</b>	<b>82.68%</b>

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

### School Comments:

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

## 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 9<sup>th</sup> grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

## 2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK

Indicators	Weight	Metric Value	Points Possible	Points Earned
<b>Academic Achievement</b>	<b>30%</b>		<b>150</b>	<b>18</b> Well Below Expectations
Proficiency ELA (grades 3-8)	15%	18.77%	75	14
Proficiency Math (grades 3-8)	15%	5.32%	75	4
<b>Academic Progress</b>	<b>40%</b>		<b>187.5</b>	<b>130</b> Meets Expectations
Growth in ELA (grades 4-8)	15%	71.10%	75	53
Growth in Math (grades 4-8)	15%	63.43%	75	48
Growth of lowest quartile ELA (grades 4-8)	2.50%	74.10%	12.5	9
Growth of highest quartile ELA (grades 4-8)	2.50%	88.60%	12.5	11
Growth of lowest quartile Math (grades 4-8)	2.50%	69.65%	12.5	9
Growth of highest quartile Math (grades 4-8)	2.50%	64.71%	N/A	*
<b>School Quality/Student Success</b>	<b>20%</b>		<b>75</b>	<b>33</b> Well Below Expectations
On Track Attendance (grade K-12)	10%	63.24%	50	32
Proficiency Science (Grades 5 and 8)	5%	3.85%	25	1
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
<b>Progress toward English Language Proficiency</b>	<b>10%</b>	<b>7.00%</b>	<b>N/A</b>	<b>*</b>
<b>Total</b>	<b>100%</b>		<b>412.5</b>	<b>181</b>
<b>Overall Percentage / Rating</b>				<b>43.88%</b> Well Below Expectations

## 2.2 ACADEMIC PERFORMANCE EXPECTATIONS

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

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#### School Comments:

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

In terms of our standing on the Academic Performance Framework, we expect to meet or exceed the statewide percentage of all students testing at proficient levels on year-end ELA and Math assessments at each grade level. A close analysis of our SBAC Similar Schools data shows that TECS students tend to start well behind their peers but narrow (and even reverse) proficiency gaps by the time they complete our program. For example, whereas our Grade 3 students start out 20 percentage points behind the state average for African American students, by the time they reach Grade 7 they are outperforming their demographically similar peers across the state. In Grade 8, our students outperform African American students from across Delaware by 21 percentage points. While proficiency rates for African American students across the state tend to remain stagnant from Grade 3 to Grade 8 in ELA, our proficiency rates increase by 42 percentage points, demonstrating that we are moving the needle with a student group that is not making similar progress elsewhere. While our proficiency rates in Math are consistent from Grade 3 to Grade 8, the proficiency rates for African American students across the state tend to decline year-over-year (from 26% in Grade 3 down to 11% in Grade 8). Accordingly, the proficiency gap between TECS students and African American students across the state decreases from 18 percentage points in Grade 3 to 0.44 percentage points in Grade 8. We manage to achieve these results without any entry criteria or selective admissions programs, further setting us apart from peer schools serving similar concentrations of low-income students of color.

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

- Administer interim assessments (DIBELS, iReady, Freckle, SBAC Interim Assessments) and hold monthly data meetings to assess progress and identify root causes
- DTGSS teacher observations

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- Instructional efficacy through monthly lesson observation and coaching and periodic school learning walks
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## 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.

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### School Comments:

For over 23 years, TECS has provided a reliably solid educational option for low-income students of color. With over 95% of our student population identifying as African American and 80% belonging to economically disadvantaged families, TECS has provided a safe, supportive learning environment in which students are held to high expectations for what they are capable of accomplishing academically. Our graduates typically attend some of Delaware's best public and private high schools on full academic scholarships. Our model is rooted in the deep, authentic relationships that TECS employees have built and maintained with our students and families. These relationships proved to be the foundation that our students needed to persevere through the past four years.

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

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

We have moved forward with implementing a flexible system of supports to address the academic, mental health, and social-emotional needs with which our students have presented since returning

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to school. The provision of these supports reflects a whole-school approach to whole-child development that maximizes opportunities for all children to succeed.

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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.

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**School Comments:**

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

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



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**School Comments:**

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

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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		
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	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	Facilities, Transportation, Health, & Safety	
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVER ALL RATING
2022-23	M	M	AS	M	M	M	M	M	M	M	Meets Standard

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.)

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**School Comments:**

TECS has achieved an overall rating of “Meets Standard” on the Organizational Performance Framework. We expect to continue this trend. In Educational Program – Students with Disabilities, we are “Approaching Standards”, and are planning to “Meet the Standard” in 2023-2024.

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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

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**School Comments:**

We have an effective and experienced school administrative team. Our Head of School, Dr. Salome Thomas-EL, has been with TECS for almost 14 years, and a school leader for 24 years. He has brought with him a wealth of knowledge and experience in education and overcoming the challenges “At Risk” students face. We have an Assistant Principal,

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Elizabeth Yates, who has been a teacher and administrator with TECS since its inception in 2000 and all other School Administrators have been with us for over 10 years.

Our challenges include a limited number of student transportation options, lack of qualified teachers in the pipeline and decreased parental engagement. Our admin team, along with our School Community Coordinator, is working diligently to increase our teacher retention and recruitment, and community and parent engagement.

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

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School Comments:

In Educational Program – Students with Disabilities, we are “Approaching Standards”. During our IDEA Fiscal Monitoring we were required to revise our procurement policy and procedure manual to update thresholds and include a link to Title 29. Also, we were requested to add a section to our Fixed Assets Inventory for IDEA specifically. We have made these changes and look forward to changing this to “Meets Standards” in 2023-2024.

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### 3.2 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.

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School Comments:

During our IDEA Fiscal Monitoring we were required to revise our procurement policy and procedure manual to update thresholds and include a link to Title 29. Also, we were requested to add a section to our Fixed Assets Inventory for IDEA specifically. We have made the required changes.

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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.

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**School Comments:**

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

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

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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.

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**School Comments:**

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

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

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### 3.3 GOVERNANCE AND REPORTING REQUIREMENTS

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

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**School Comments:**

The board holds leadership accountable for (a) the school's overall academic performance, (b) achievement of the school's enrollment targets, and (c) successful management of the board-approved school budget. At each monthly board meeting, the school leadership delivers reports that include progress toward key school-level targets (academic, operational, financial, etc.), and those reports are reviewed and approved by the board. The Audit Committee of the Board of Directors meets with the external auditor before and after the annual financial audit to discuss financial controls, risk management, financial sustainability, and compliance with policies and procedures.

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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

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**School Comments:**

**Membership and recruitment**

- The board recruitment is a big theme for the 2023-24 school year. Board membership was a challenge in the prior year. The board had a member stop attending meetings and participating overall and unfortunately needed to be excluded moving forward.
  - We were also down a teacher board member and short the 2 parent board members.
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- We have been able to successfully add a very talented teacher to the school board. The board is actively looking for community members who would be a good fit and active in working with the board and being a great asset to the school.

- The board is working with the assistance of the administration to fill the parent board spots.

### **New member induction and ongoing governance training**

- The board values training and exposure to other charter boards. The board has historically been active with the National Charter Conference and encourages attendance for its members. The Board continued that activity in 2022-23, with 3 members attending the conference in Austin, Tx.

- The board participated in the 1st two annual charter summits hosted by the Delaware Charter Network, both in 2022 and 2023. This was a day of networking and learning governance best practices.

- The TECS Board President participates in the charter board calls with the Delaware Charter Network.

### **Meeting attendance**

- The board was able to move successfully from virtual to a hybrid meeting format in the last school year. The board meeting is conducted in person at the school (with the Board President and Head of School physically present). The general public, teachers, staff, and the community at large are welcome to attend either in person or virtually.

### **Board self-evaluation**

- The Board has evaluated itself and come up with several areas of opportunity. Those opportunity areas include assisting with the marketing of the school and establishing several board projects, described me below. The board will evaluate itself of progress of these goals at the end of the school year.

### **Progress on board-level projects**

- Billboard: The board would like to assist with marketing the school. The board has investigated having at least one Billboard placed at a prominent location in the city. The goal is to have this billboard up by the end of the current school year.

- Holiday Party: The board supports the school in sponsoring the annual holiday party. The board raffled various gifts for school staff enjoyment.

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- 25th Anniversary Gala: A major board initiative is to have a 25th Anniversary party to celebrate, market and raise money, for the school. A committee is being formed that will consist of board, admin, and staff.
  - Fundraising Opportunities: The board would like to initiate and adopt a Holiday card campaign each holiday season at the end of the year to raise funds to support the school. The goal is to launch this program for the 2024 holiday season.
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15. Describe the process used by the board to evaluate school leadership.

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School Comments:

At the close of each year, the board conducts a formal school leader evaluation based on goals and performance targets jointly established at the school year's outset. All board members contribute to the evaluation process, with the final report being delivered and reviewed by the board chair.

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

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School Comments:

TECS is proud to have cultivated a leadership team that has remained intact for an uncommonly long period of time in a sector where turnover is the norm and continuity is elusive. Nevertheless, while we anticipate our current leadership team remaining in place for the foreseeable future, we understand that planning for unexpected transitions is an important board-level responsibility. In the event of a potential vacancy, we would first consider internal candidates; we have impressed upon the current head of school the need to build a deep leadership bench, and we believe that high-potential members of the school's current administrative team would be well- positioned to assume larger responsibilities. The board has taken an active role in supporting the development of

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internal leadership. The success of this effort has been demonstrated by the promotion to Assistant Principal of John Shelton and Elizabeth Yates over the past several years. To the extent necessary, we would conduct a national search to source leadership talent and ensure the right person is leading our school forward.

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

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**School Comments:**

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

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**3.4 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?



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**School Comments:**

Thomas Edison is committed to ensuring that families are satisfied and happy with the academic and social/emotional support that they receive for their children. Thomas Edison conducts parent meetings and uses surveys to gather feedback throughout the school year and monitors those surveys to address any specific area of concern that is identified.

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**3.5 TEACHER RETENTION**

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

Note: Complete the table below.

SCHOOL YEAR	% TEACHERS RETAINED	# OF TEACHERS RETAINED	# OF TEACHERS ELIGIBLE
2022-23	79%	31	39

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

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**School Comments:**

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

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

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

Our analysis of teacher mobility data has revealed a number of factors associated with teacher attrition. The pandemic caused extreme stress and myriad mental health challenges for educators. While we were fortunate to have had a sizable percentage of our dedicated teachers remain with

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the school while the pandemic was raging at its most virulent, we did see more significant turnover after the 2021-22 school year when the improving job market and the loosening of restrictions on travel allowed teachers who burned out during the pandemic to leave the profession. Other reasons that teachers may choose to leave include moving out of commuting distance, receiving more lucrative financial offers from neighboring districts (we are located in the Brandywine school district, one of the highest paying districts in the state), and the realization of a poor mission-fit with the expectations associated with teaching low-income students of color.

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

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**School Comments:**

In addition to our school wide PLC system, TECS works with a range of service providers to ensure teachers receive high-quality, relevant, and useful professional development. For example, we have contracted with Research for Better Teaching (RBT) to provide PD on high-quality pedagogical techniques for teachers and staff. We partner with the DDOE, NCTM, CKLA, and Great Minds to provide Effective Instruction PD for teachers and Lead Eureka PD for coaches. TECS coaches also attend the DDOE math and literacy cadre meetings.

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

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**School Comments:**

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

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## 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	AS	AS	Not Rated	M	Meets Standard

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

##### 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).

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School Comments:

TECS has achieved an overall rating of "Meets Standard" on the Financial Performance Framework. We expect to continue this trend.

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

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School Comments:

N/A

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

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School Comments:

We received an Approaching Standard in the following areas:

**Debt Service Coverage Ratio:** During the 2022-2023 school year TECS spent \$265,745.33 in kindergarten restroom renovations, \$132,872.67 on a new roof, and \$174,176.15 for a deposit on modular units. These funds were included in the 2022-2023 budget.

**Enrollment Variance:** Pre-COVID pandemic processes to recruit new students were discontinued due to safety concerns. We are now focusing on strategies to increase student enrollment and are confident that our enrollment will increase in the next school years.

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

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School Comments:

N/A - No audit findings.

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## 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

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### School Comments:


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

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## VI. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Thomas Edison Charter School
<b>Location:</b>	Wilmington, 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.

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

1/22/24  
Date

<b>Print/Type Name:</b>	Mikkel Christie
<b>Title (if designated):</b>	Board President
<b>Date of approval by board of directors:</b>	January 22, 2024