

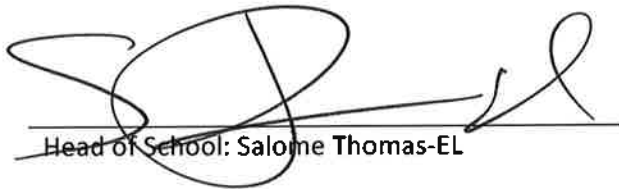
DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

Charter School Name: **Thomas A. Edison Charter School**

Mailing Address: **2200 N. Locust St**
City/State/Zip: **Wilmington, DE 19802**

Email: info@tecs.k12.de.us
Telephone: 302-778-1101
Fax: 302-778-2232
Website: <http://www.thomasedison.charter.k12.de.us>


Head of School: Salome Thomas-EL

11.26.14
Date


Board President: Ronald Pinkett

11/26/14
Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

TABLE OF CONTENTS

Abstract:	3
Academic performance:	4
Financial Performance:	10
Organizational Performance:	12
Status of Conditions Placed Upon the Charter:	13
Innovation:	17

ABSTRACT

Thomas A. Edison Charter School (TECS) in Wilmington provides an example of a school that is meeting the needs of its urban students, and also holding its students accountable to elevated levels of academic and personal success. Serving kindergarten through grade 8, the TECS has a 96% African American student population with 96% of students qualifying for free or reduced lunch. Despite the school's "at risk" demographic profile, students have continually shown academic gains.

Thomas Edison Charter School was established in 2000 with the goal of providing a rigorous education to the historically underserved families of the east side of Wilmington. Just prior to the school's renewal in 2007, the Board voted to discontinue their relationship with the founding management partner, Edison Schools, Inc. This internal change allowed the school an opportunity to restructure and self-manage. After hiring a new principal, Salome Thomas-EL (Principal EL), in March 2010, the Board supported Principal EL in adopting a Turn-Around Model of School Reform. This action spurred additional positive changes to the school's culture, structure, leadership, management, academic programs, parental engagement, and student achievement.

Personnel changes at TECS were implemented with the highest level of precision to ensure success. Along with Principal EL, the existing leadership team was restructured and 20 new and highly qualified teachers and staff members were hired. School Administration and the Board of Directors also partnered with Teach for America and now currently have eleven corps members teaching at the school.

Strategic changes were made to the school's curriculum to propel student achievement, including the addition of SpringBoard, a rigorous Pre-AP math and ELA curriculum in grades 6-8, a more comprehensive guided reading program in grades K-5, the addition of the 100-Book Challenge, and the infusion of technology. Classroom technology, including the addition of Smart Boards and ELMO's to all classrooms, now allows the teachers to access the latest instructional resources to provide a more engaging educational program. In August 2011, Thomas Edison Charter School received the State Academic Achievement Award for closing the Achievement Gap and educating high-poverty students.

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. The "Leader In Me" program allows student to learn and practice leadership skills, goal setting, time management, teamwork, problem-solving, respecting diversity and life balance. The First Move chess program helps students develop their critical thinking, problem-solving, and decision-making skills.

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., §501, Thomas Edison Charter School intends "to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measure of improved school and student performance and greater opportunities in choosing public school within and outside of their school districts; and to provide for a well-educated community."

Edison Charter School will be a fully funded, superior K-8 charter school pursuing excellence, where all children who attend will be able to matriculate into the most prestigious high school and colleges. The school will be a pillar in the community, inspiring hope, building pride, and reaching high expectations.

"Thomas A. Edison Charter School: Educating and Elevating Every Student, Every Day, to attend the Best High Schools and Colleges. No Excuses!"

ACADEMIC PERFORMANCE:

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

During the term of the most recent charter Performance Agreement, Thomas A. Edison Charter School committed to demonstrate that its students would increase in academic achievement as measured by the state assessment (DCAS) and other standardized assessments designated by the school; students would exhibit positive behaviors as members of Thomas A. Edison community; and the school would maintain strong marker accountability. In crafting the goals for this charter renewal application, Thomas A. Edison is using the Academic Performance Framework that was recently released in draft form to guide the process. The performance goals and data included below outline the progress towards these goals and align them to the applicable Performance Framework.

Measure 1a. Are students meeting their fall to spring instructional scale score growth targets?

Percentage of Students Meeting Growth Targets

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	36.9%	F	37.2%	F
2011-12	50.7%	D	47.5%	D
2012-13	50.7%	D	54.5%	D
2013-14	52.5%	D	45.3%	D

While we showed significant improvement in Math and ELA in 2011-2013, our percentage of students meeting their Spring Instructional Growth targets in ELA decreased, but the Math percentage increased by 2 points.

Measure 1b. Are lowest-performing students in the school meeting their fall to spring instructional scale score growth targets?

Percentage of Students in the Lowest Quartile Meeting Growth Targets

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	47.1%	D	42.1%	D
2011-12	65.7%	M	51.9%	D
2012-13	56.6%	D	56.8%	D
2013-14	68.1%	M	52.7%	D

Our lowest performing students increased their Math Spring Instructional Growth Score by almost 20 percentage points to 65.7% in 2011-12 and their ELA growth score by nearly 10%. In 2012-13, the Math score decreased to 56.6% and the ELA score increased to 56.8%. In 2013-14, the Math score increased to 68.1% and the ELA score decreased to 52.7%.

Measure 1c. Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?

Percentage of Students Making Sufficient Growth

Subject	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	67.1%	D	58.8%	D
2011-12	77.3%	M	74.6%	M
2012-13	75.8%	M	71.9%	M
2013-14	77.5%	M	68.9%	D

In 2011-12, our students increased their annual growth to maintain or achieve proficiency status by 10 percentage points in Math to 77.3% and by 16 percentage points in ELA to 74.6%. In 2012-13, our scores decreased less than 2 percentage points in math and less than 3 percentage points in ELA. In 2013-14, our scores increased by 2 percentage points in Math and decreased by 3 percentage points in ELA. We still met the target in Math.

Measure 2a. Are students achieving proficiency on state examinations in math and reading?

School Proficiency Scores, State Averages and Percentiles

Subject and Year	School Proficiency Rate	School Rating	State Average	State 90 th Percentile	State 20 th Percentile
Math, 2010-11	56.2%	D	63.4%	84.6%	46.5%
Math, 2011-12	71.1%	D	74.2%	91.9%	58.0%
Math, 2012-13	59.7%	D	66.8%	92.3%	50.3%
Math, 2013-14	58.0%	D	67.0%	90.7%	52.3%
ELA, 2010-11	48.2%	D	61.9%	82.6%	47.3%
ELA, 2011-12	64.4%	D	64.4%	92.4%	60.1%
ELA, 2012-13	59.7%	D	69.5%	92.8%	55.1%
ELA, 2013-14	58.0%	D	70.4%	91.2%	56.2%

Note: 2014 State Annual Measurable Objectives (AMOs) were 73.0% for Reading and 73.2% for Mathematics.

In 2011-12, our students increased their proficiency on state examinations by 14.9 percentage points in Math to 71.1% and 16.2 percentage points in ELA to 64.4%. In 2012-13, our scores decreased by 11.4 percentage points in Math to 59.7% and 4.7 percentage points in ELA to 59.7%. In 2013-14, our scores decreased by 1 percentage point in both ELA and Math.

Measure 2b. Are students in demographic subgroups achieving proficiency on state examinations in math and reading?

Low Socio-Economic Status

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	55.1%	M	47.8%	77.8%	21.6%
Math, 2011-12	70.8%	M	58.9%	86.9%	36.9%
Math, 2012-13	56.7%	D	58.9%	84.5%	42.9%
Math, 2013-14	54.4%	D	58.8%	83.8%	42.7%
ELA, 2010-11	47.4%	D	47.1%	74.2%	27.3%
ELA, 2011-12	63.4%	M	61.4%	89.0%	42.5%
ELA, 2012-13	56.1%	D	62.3%	88.0%	46.9%
ELA, 2013-14	54.1%	D	62.5%	83.2%	48.6%

Note: 2014 State Annual Measurable Objectives (AMOs) were 63.3% for Reading and 64.0% for Mathematics.

Students with Disabilities

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	32.4%	M	23.7%	57.3%	8.1%
Math, 2011-12	50.0%	M	37.4%	77.4%	14.6%
Math, 2012-13	27.1%	D	47.7%	83.5%	25.9%
Math, 2013-14	14.6%	D	30.1%	57.5%	10.2%
ELA, 2010-11	***	N/A	N/A	N/A	N/A
ELA, 2011-12	38.5%	M	36.9%	80.0%	14.4%
ELA, 2012-13	20.3%	F	47.8%	82.3%	24.2%
ELA, 2013-14	10.4%	F	31.5%	59.1%	12.5%

Note: 2014 State Annual Measurable Objectives (AMOs) were 47.3% for Reading and 47.7% for Mathematics.

African-American

Subject and Year	School Proficiency Rate	School Rating	State Average Proficiency Rate	State Proficiency Rate at 90 th Percentile	State Proficiency Rate at 20 th Percentile
Math, 2010-11	56.4%	M	46.6%	73.7%	33.1%
Math, 2011-12	70.7%	M	59.8%	87.7%	43.9%
Math, 2012-13	59.7%	M	56.1%	82.5%	38.9%
Math, 2013-14	57.3%	D	56.8%	82.2%	39.9%
ELA, 2010-11	48.5%	M	47.0%	75.8%	33.7%
ELA, 2011-12	64.2%	M	62.9%	92.2%	49.0%
ELA, 2012-13	59.2%	D	60.6%	85.0%	46.1%
ELA, 2013-14	57.8%	D	62.1%	84.5%	47.9%

Note: 2014 State Annual Measurable Objectives (AMOs) were 62.0% for Reading and 60.7% for Mathematics.

Students in our Low Socio-Economic demographic subgroup decreased their school proficiency rate from 56.7% to 54.4% in math in 2013-14 and 56.1% to 54.1% in ELA. Students in our Students with Disabilities demographic subgroup decreased their school proficiency rate from 27.1% to 14.6% in math in 2013-14 and 20.3% to 10.4% in ELA. Students in our African American demographic subgroup decreased their school proficiency rate from 59.7% to 57.3% in math in 2013-14 and 59.2% to 57.8% in ELA.

Measure 2c. Are students performing well on state examinations in math and reading in comparison to other schools in the district?

School Proficiency Compared to Home District Proficiency

Subject and Year	School Proficiency Rate	School Rating	District Comparison
Math, 2010-11 ¹	56.2%	D	62.3%
Math, 2011-12 ²	71.1%	D	72.5%
Math, 2012-13 ³	59.7%	D	68.3%
Math, 2013-14 ⁴	58.0%	D	69.6%
ELA, 2010-11 ¹	48.2%	F	63.2%
ELA, 2011-12 ²	64.4%	D	75.4%
ELA, 2012-13 ³	59.7%	D	73.2%
ELA, 2013-14 ⁴	58.0%	F	75.5%

¹Brandywine SD School District comparison for 2010-11.

²Brandywine SD School District comparison for 2011-12.

³Brandywine School District comparison for 2012-13.

⁴Brandywine School District comparison for 2013-14.

Our school proficiency as compared to our Home District (Brandywine) decreased from 59.7% to 58% in Math and from 59.7% to 58% in ELA in 2013-14.

Measure 2d. Are students performing well on state examinations in math and reading in comparison to similar schools in the state?

School Proficiency Compared to Similar Schools Proficiency

Subject and Year	School Proficiency Rate	School Rating	Similar Schools Proficiency Rate
Math, 2010-11	56.2%	M	47.4%
Math, 2011-12	71.1%	M	60.6%
Math, 2012-13	59.7%	M	56.0%
Math, 2013-14	58.0%	M	54.8%
ELA, 2010-11	48.2%	M	47.9%
ELA, 2011-12	64.4%	M	63.7%
ELA, 2012-13	59.7%	D	61.4%
ELA, 2013-14	58.0%	D	60.7%

Our school proficiency as compared to the state decreased from 59.7% to 58% in Math and from 59.7% to 58% in ELA in 2013-14.

Measure 3a. Did the school make AYP?

Year	AYP Status
2010-11	M
2011-12	M
2012-13	D
2013-14	D

We made AYP in the 2011-12 school year. Although we did not meet AYP for the 2013-14 school year, we met the growth targets for AYP in all cells in Math and ELA, except for students with disabilities in the ELA cell only.

Strengths, Challenges and Opportunities for Growth

Strengths:

Thomas Edison Charter School (TECS) has demonstrated considerable growth in academics over the past four years. In 2010, the Board supported adopting a Turn-Around Model of School Reform. This reform spurred additional positive changes to the school's culture, structure, leadership, management, academic programs, parental engagement, and student achievement. Since winning the 2011 State Academic Achievement Award, strategic changes were made to the school's curriculum to propel student achievement even more, including the addition of SpringBoard, a rigorous Pre-AP math and ELA curriculum in grades 6-8, a more comprehensive guided reading program in grades K-5, University of Chicago's STEP (Strategic Teaching and Evaluation of Progress) Reading Assessment, Wilson Language Program, Amplify Reading and Math

Assessments, the addition of the 100-Book Challenge Program, and the infusion of technology in every classroom. Our middle school students consistently perform academically at or above the state average on DCAS in ELA and Mathematics. Another significant strength is our experienced, dedicated and committed faculty. Since opening in August 2000, we have been able to retain a large number of our founding teachers and/or staff members with five or more years of service to the children at TECS. Our staff members have been committed for years to serving the children that most of society has forgotten. At TECS, we are providing a safe and caring environment for students and staff where creativity, problem solving, risk taking and critical thinking are encouraged and supported. The positive culture that we have developed in our school has helped to develop resilient students and teachers.

Challenges and Opportunities for Growth

One of our greatest challenges at TECS is increasing and maintaining academic growth for all of our students. Our middle school students (6-8) are successfully performing at or above the state average, but our challenge is moving our elementary students (K-5) to perform at the same level. Although we have seen growth in our academic performance in our elementary grades, we are still below our target. In our analysis, we have found that our elementary students are less likely to enroll in after-school programs, Saturday school and/or summer school programs due to their being more dependent on parents/care givers. An additional challenge we face is that our students live in communities in which there is a high rate of crime, poverty, and at-risk behavior. Despite these challenges, we maintain the belief that each and every one of our students can and will be successful as long as the adults in our school care enough not to give up on them. To support our students we have implemented the following: Increased support for teachers and students from our math and literacy coaches, increased planning time for PLC, after-school tutoring, extended school day and year, STEP reading Assessment, Achieve 3000, a Family Crisis Therapist, Behavioral Health Consultant, and a School and Family Coordinator. One of our major goals is to retain our Teach for America teachers longer than their initial two-year commitment. Although we have found some success with extending that commitment to three-years for some teachers, we would like all of our TFA corps members to stay a minimum of 5-years at TECS and remain in Delaware to continue long careers. We understand that struggling students need consistent and strong leadership, administrators, parents and teachers to be successful. An additional challenge for TECS is increasing the level of parental involvement and engagement in our school. Although we have a large number of parents who attend our report card conferences, Back to School Night, and Reading Night, there are still a considerable amount of parents who struggle to take an active role in the education of their children. Although, we understand the issues in the community affect some of our parents and their ability to be involved at a high level, we know we must support them in supporting their children and their education.

FINANCIAL PERFORMANCE:

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Thomas A. Edison Charter School is on course to meet the performance expectations as measured by the performance framework for 2013-2014. For instance, we have begun preparing and posting agendas and minutes for our Citizen's Budget Oversight Committee (CBOC) meetings. Currently, all financial performance information is posted and up to date on the Thomas Edison website.

Thomas Edison's external audit for 2013-2014 was performed by Haggerty & Haggerty, PA. As in all previous years, an unmodified opinion was received.

The audit did identify two material weaknesses and/or significant deficiencies. The first was in monitoring procedures and payments to vendors. In the future, the Business Manager will monitor invoices and vendor payments closely. The CFO will review all invoices to insure information is entered correctly in the First State Financial (FSF) System before final approval.

The second material weakness / significant deficiency was in the payroll function. Timesheets for the 21st CCLC grant referenced "After School or Summer Camp" and did not have the grants name referenced. Moving forward, the 21st CCLC Program Director will insure the grant's name is recorded on each timesheet and the Payroll Specialist will verify.

Our 2013 – 2014 audit was completed in a much more timely manner with an anticipated Total Fund Balance increase. We will continue to strive to improve our financial performance.

Strengths, Challenges, and Opportunities for Growth

Thomas Edison's Chief Financial Officer is a CPA with over 25 years of finance/accounting experience. Each month the CFO prepares a financial update which includes a forecast for the remainder of the year. Each month the Finance Committee reviews monthly financial information with the CFO, Executive Committee and Board of Directors regarding financial matters. The Finance Committee is responsible for the financial oversight and functions as a subcommittee of the Board of Directors.

The Head of School and CFO, with input from staff and parents, develop an annual budget for review and adoption by the TECS Board of Directors. Thomas Edison Charter School has formed a Citizen's Budget Oversight Committee, which meets on a quarterly basis to discuss the school's financial condition to ensure the school's financial stability is secure. The school continues to operate with a reserve fund sufficient to address unanticipated negative occurrences, such as fluctuations in State, Local or Federal revenue, demographic trends or repairs on the school building.

In order to continue to provide Thomas Edison students with the necessary resources and on-going capital improvements, not covered or available by State, Local or Federal funds,

we will increase our fundraising efforts. To accomplish these goals, the Thomas Edison Board of Director's fundraising committee is researching options to bring additional revenues into the school. An additional challenge is competing with higher paying districts when recruiting and retaining experienced teachers.

ORGANIZATIONAL PERFORMANCE:

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Thomas Edison Charter School received a "Meets Standard" for its last overall Organizational Performance Expectations rating. The School Administration and the Board of Directors ensure the education program in operation reflects the terms as defined in the charter and in compliance with State, Local and Federal requirements.

Strengths, Challenges, and Opportunities for Growth

The Board of Directors conducts formal monthly meetings, sets policy and provides oversight in the areas of curriculum and instruction, business and personnel management, diversity issues, meeting the needs of our at-risk population, and overall school operations. Our Board serves as the governing and fiduciary authority of the school, functioning in accordance with the TECS by-laws. The Board has hired an experienced Administrative team which includes a Principal and Assistant Principal with a combined 40 years of teaching, leadership and administrative experience and a CFO with 25 years of accounting and finance experience.

In addition, the Head of School and CFO develop an annual budget with stakeholders, for review and adoption by the TECS Board of Directors. Thomas Edison Charter School has formed a Citizen's Budget Oversight Committee with ensure accountability and make suggestions regarding the school and its finances.

Thomas Edison's external audit for 2013-2014 was performed by Haggerty & Haggerty, PA. As in all previous years, an unmodified opinion was received. Our audit was completed in a timely manner.

The audit did identify two material weaknesses and/or significant deficiencies. The first, was in monitoring procedures. Management has implemented corrective actions, as discussed earlier, to remedy these findings.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

Include:

- A status update of any conditions imposed upon the school's charter; and
- Your plan to meet any conditions that are currently "not met".

Criterion Four: Goals for Student Performance

The Committee concluded that *Criterion Four is met and imposed a condition that:*

No later than 31 January 2013 in cooperation with the Delaware Department of Education, staff from Thomas Edison A. Charter School shall develop a plan to address concerns relative to students' science and social studies performance on State assessment measures. Furthermore, school staff shall cooperate with the DDOE in conducting at least one review of science academic performance and one of social studies academic performance each year and in providing targeted professional development as indicated by the review(s).

The leadership and staff of Thomas Edison Charter School are committed to the academic success of the students who attend the school. On December 13, 2012, Education Associates Dusty Shockley (social studies) and Tonyea Mead (science) visited Thomas Edison for a tour of the school, classroom visits and for a conversation with Principal EL and Assistant Principal Yates about how the school could systematically improve the science and social academic programs. Based on this conversation, the following action steps have been taken.

Date:	Activity:	Proposed Outcome:
December 13, 2012	Initial conversation and planning with DDOE Education Associates for improving the science and social studies program.	Development of a systematic plan for improving the science and social studies instruction at Thomas Edison, utilizing DDOE's expertise and follow-up in grade level teams
February 15, 2013	Professional Development Session with Dusty Shockley and Tonyea Mead on the Delaware Recommended Curriculum (DRC).	Increased teacher expertise in the science and social studies standards, model instructional units, and methods of assessment.
February 2013- July 2013	Refinement of the science and social studies curriculum maps. Dusty Shockley will assist in refining the social studies curriculum maps.	Development of a curriculum map that is fully aligned to the DRC and which is fully understood and endorsed by each grade level team. Continued development of teachers' deep understanding of social studies standards and grade level expectations.
May/June 2013	Data workshop with Dusty Shockley and Tonyea Mead to review the	Development of a deeper understanding of the performance

	science and social studies assessment data with grade level clusters.	expectations on assessments. Development of a deeper understanding of the alignment between standards, instruction, and assessment.
August 2013 - June 2014	Continuation of Science Kit Training by the Delaware Science Coalition.	Development of teachers' expertise around the content and pedagogy of specific grade level science kits.
August 2013 - June 2014	Grade level teams met and discussed the implementation of science kits and common formative assessments.	Increased consistency and fidelity of kit implementation across grade levels. Increased opportunity for teachers to solve problems related to student understanding of concepts. Increased opportunities for re-teaching and differentiation if students are not meeting expectations.

Criterion Six: Educational Program

The Committee concluded that Criterion Six is met and imposed a condition that:

For Section 6 (g): No later than January 31, 2013 Thomas Edison Charter School shall provide a detailed plan for building the capacity of staff to integrate SMARTBoard and ELMO projector technology into instruction to increase teaching opportunities, provide opportunities for students to interact with the technology, and ultimately to increase student achievement.

To build the capacity of staff to integrate SMARTBoard and ELMO projector technology into instruction, Thomas Edison will develop teacher-leaders who are committed to expanding their expertise in using the technology and who will develop the expertise of others at the school. The teacher-leaders participated in a SMARTBoard Conference on March 9, 2013. In addition Thomas Edison contracted with Visual Sound to come to the school to conduct training on SMARTBoards and ELMO projectors with all of the teachers. After these training opportunities, the teacher-leaders will share ideas for integrating technology in PLC meetings and host demonstration lessons for their peers on a regular basis. The administration developed a schedule where teachers are provided with release time to watch the demonstration lessons and then have time to debrief with the teacher-leader about how the lesson was planned and executed and how technology was used purposefully to enhance student learning. To monitor the use of technology, the administration will do regular walkthroughs to collect data on the use of technology. This data will be shared with the staff at the monthly staff meetings.

Criterion Nine: Financial and Administrative Operations

*The Committee concluded that Criterion Nine is met and imposed the following conditions:
For Section 9(h):*

No later than 31 January 2013, Thomas Edison Charter School shall develop a new Performance Agreement that is aligned with the requirements in the Delaware Department of Education (DDOE) Regulation 275 and shall submit the agreement to the DDOE for its review.

School Administration met with the Charter School Office to develop a new Performance Agreement. This condition has been met.

STUDENT RETENTION GOALS AND TARGETS:

Include:

- **The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories**

From the 2013-2014 academic year, Thomas Edison had 89% of our students re-enroll for the following year. (8th grade students are not included in this number, since they are not eligible for re-enrollment)

- **The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category. A summary of why students chose to leave.**

Thomas Edison had 9 students leave before the school year was over. These students moved out of state.

- **The percentage of students who did not pass from one grade to the next**

Less than 1%

- **Your plan to improve student retention and average daily attendance if less than your stated targets.**

Less than 1% of our students are retained in their grade and our average daily attendance is 95%.

INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

Thomas A. Edison Charter School was the 2011 State Academic Achievement Award winner and has implemented a number of rigorous and challenging programs including Franklin Covey's 7-Habits leadership training for all students, Pre-AP Math and English in our middle grades, University of Chicago's STEP (Strategic Teaching and Evaluation of Progress) Reading Assessment, Achieve 3000 (a web-based differentiated instructional reading program for struggling and gifted learners), First Move Chess program in grades 2-3, Algebra in the early and middle grades, and our 100-Book Challenge Reading Program, school-wide. Our chess program is one of the top programs in the state and nation, as our students have won the Delaware State Chess Championship, The Greater Baltimore Championship, the Mid-Atlantic All-Girls Championship, and the Greater Philadelphia Championship. We finished in 1st place at the National Chess Championship in Dallas, Texas in 2014, finished in 3rd place in Nashville, in 2013, and as runner-up in San Diego, in 2012.

Thomas Edison Charter School provides its students and families with exemplary academic and extracurricular activities. We have developed an excellent relationship with our partnering universities: University of Delaware, Wilmington University and Del-Tech. We value technology, the arts, sports, healthy eating and exercise, and community service. Our teachers and staff are often reaching out to connect and communicate with our parents who are viewed as important partners in the education of our children. Edison parents and students are supported through many programs in our after school and summer programs, and the many PTO activities.

In order to improve teacher performance and student achievement, TECS has embarked on implementing the new Teaching Excellence Framework, in collaboration with three other urban charter schools (Kuumba, Eastside, and Prestige). The Teaching Excellence Framework provides frequent lesson observation and feedback to all teachers throughout the year, gathers data from multiple sources to help teachers learn and grow, celebrates excellence through recognition and reward and collaborates with other schools to learn from the best practices in each school.

Maintaining our commitment to the principle of educating the whole child, a rigorous and exciting curriculum is implemented at Thomas Edison Charter to ensure that all students have access to a well-rounded and enjoyable education—both inside and outside of the classroom. Our balanced literacy program is supported by the "Great Habits, Great Readers" framework and our 100 Book Challenge program to supplement and provide support to our students. All students in grades 6-8 are taught Language Arts and Math using the Springboard Curriculum from the College Board. To ensure that all of our students are college and career ready, we use SpringBoard to infuse rigor, set

high expectations, and expand access and opportunity for all students at Edison. SpringBoard provides culturally and personally relevant activities designed to engage students in problem solving, academic discourse and critical analysis. This unique approach to individualized learning provides our teachers with a road map for opening the doors to a bright future for our students. At Edison Charter we emphasize higher-order thinking skills that challenge our students to aim higher and achieve more. SpringBoard helps them personalize and own their learning, encourages self-exploration and the application of learning strategies that work best for students as individuals. Science kits and Social Studies lessons/activities are infused in every classroom, in every grade. The kits and lessons are aligned with the State Science and Social Studies standards and allow our students to experience a rich learning experience in school everyday.

“Thomas A. Edison Charter School: Educating and Elevating Every Student, Every Day, to attend the Best High Schools and Colleges. No Excuses!”