

THOMAS A. EDISON CHARTER SCHOOL

ANNUAL REPORT

2018-2019



**2200 N Locust St,
Wilmington, DE 19802
Phone:(302) 778-1101**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Thomas A. Edison Charter School
Year School Opened	2000
Enrollment 2018-2019 ¹	730
Approved Enrollment	745
School Address	2200 N Locust St, Wilmington, DE 19802
District(s) of Residence	Brandywine School District
Website Address	http://thomasedison.charter.k12.de.us/
Name of School Leader	Salome Thomas-EL
School Leader Email and Phone Number	salome.thomas-el@tecs.k12.de.us (302) 778-1101
Name of Board President	Mikkel Christie
Mission Statement: 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 measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2018-2019. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2018-2019 ¹
Total Enrollment	730
# of Students on Waiting List	
Gender	
% Male	46.58%
% Female	53.42%
Ethnicity/Race	
% African American	97.26%
% American Indian	
% Asian	
% Hispanic/Latino	1.51%
% White	0.96%
% Multiracial	0.27%
Special Populations	
%Special Education ²	7.12%
% English Language Learners	0.55%
% Low-Income	75.34%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
Aug 2013	Minor - educator evaluation process	Approved

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K		101
Grade 1		91
Grade 2		94
Grade 3		91
Grade 4		85
Grade 5		82
Grade 6		74
Grade 7		59
Grade 8		53
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total		730

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Thomas A. Edison Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	81	85.26%
Grade 2	80	80.81%
Grade 3	83	81.37%
Grade 4	77	89.53%
Grade 5	76	89.41%
Grade 6	74	86.05%
Grade 7	57	86.36%
Grade 8	51	91.07%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	580	85.93%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	30.00	20% Well Below Expectations
Academic Progress	200.00	102.00	51% Well Below Expectations
School Quality/Student Success	50.00	44.00	88% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	176.00	44% Well Below Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
 - major challenges,
 - and accomplishments over the course of the school year.

School Comments:

Our 8th grade students have consistently performed academically at or above the state average on the Smarter Balanced Exam (57% of 8th graders scored proficient in ELA versus 52%, respectively across the state). Our 7th grade students were close to meeting the state average in ELA (53% of 7th graders scored proficient in ELA versus 55%, respectively across the state). The transition to Smarter Balanced

has been met with some successes along with challenges. Smarter Balanced is a much more rigorous test and the students are required to perform tasks that were not previously required on DCAS. Compared to schools with similar student populations, TECS elementary students doubled the percent proficient on both Smarter Balanced ELA and Math in 2015. In 2016, our 7th and 8th grade ELA and Math scores on Smarter Balanced were within 10 points of the state average and we were recognized by the state for outstanding growth in middle school Science and Math. In 2017, our elementary students continued to outperform similar schools, our 7th and 8th grade students exceeded the state average in ELA and our 7th grade students came within 10 points of the state average in math while our 8th grade students were within 1 point of the state average in math. In 2018, our middle school students performed academically at or above the state average on the Smarter Balanced Exam.

Thomas Edison Charter School (TECS) has demonstrated considerable growth in academics over the past five years. In 2012, the Board continued its support of 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 and the 2015 Superstars in Education Award, strategic changes were made to the school's curriculum to propel student achievement even more, including the addition of Engage NY for math and a more comprehensive guided reading program in grades K-5, and SpringBoard, a rigorous Pre-AP math and ELA curriculum in grades 6-8. University of Chicago's STEP (Strategic Teaching and Evaluation of Progress) Reading Assessment, Wilson Language Program, the 100-Book Challenge Program, and the infusion of technology in every classroom were also added. Our middle school students consistently performed academically at or above the state average on DCAS in ELA and Mathematics. Another significant strength is our experienced, dedicated, and committed leadership team and faculty – many of whom have remained at TECS far longer than the average urban school administrator and teacher. 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 build resilient students and teachers.

Additional Notable Accomplishments:

- 3rd Annual Student-Led Leadership Day—April 12, 2019 (community leaders and dignitaries visited TECS and spent the day learning about TECS)
- Staff Retention
 - Several staff members from inaugural year of 2000 are still working at TECS
 - Large Number of TFA Corps members who have exceeded their 2-year commitment serving 5 years or more at TECS
- Monthly Leadership Breakfast—parents attend to celebrate leadership accomplishments of students
- National Championship Chess Team—won 1st place at National Chess Championships in 2014 in Dallas, Texas, 2016 in Indianapolis, Indiana, and Atlanta, Georgia in 2018.

One of our greatest challenges at TECS is increasing and maintaining academic growth for all of our students. Our middle school students (6-8) were successfully performing at or above the state average on DCAS, but our challenge is now moving our elementary and middle students to perform at the same level on Smarter Balanced. Although we have seen growth in our academic performance in our

elementary grades, we are still below our target. We need to see more consistency in the growth of our scores from year to year. In our analysis, we have found that our elementary students are less likely to enroll in after-school, Saturday school and/or summer school programs due to their increased dependency on their parents/caregivers. 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 school year, summer enrichment programs, AimsWeb Assessment, DreamBox, a Family Crisis Therapist, Behavioral Health Consultant, and a School and Family Coordinator. One of our major goals is to retain our new teachers and Teach for America Corps members 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 teachers to stay a minimum of 5 years at TECS and remain in Delaware to continue servicing Delaware's most at-risk students. We understand that struggling students need consistent and strong leadership, administrators, parents and teachers to be successful. Finally, TECS is focused on increasing the level of parental involvement and engagement in our school. We have a large number of parents who attend our report card conferences, Back to School Night, Math Night, and Reading Night, but 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.

Performance Agreement

Academic Performance Expectations

Thomas A. Edison's 2016-17 overall academic ratings are: Approaching Standard

- Academic Achievement: Needs Improvement
- Growth: Approaching Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Needs Improvement

By September 2022, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. 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.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments

Student achievement remains our primary goal at TECS and we are proud of the growth we have seen in our students and across our school. Our elementary students out-performed similar schools in the City of Wilmington on SBAC while our middle school students out-perform most similar schools on SBAC across the state. Our culture of support and high expectations for both our staff and our students coupled with our rigorous and challenging curriculum has been a major leverage point. We have incorporated benchmark testing for ELA and Math to monitor growth and provide support where needed. In addition, our use of the Teaching Excellence Framework has allowed us to offer coaching and support to teachers through consistent and authentic feedback after classroom observations, thus increasing teacher efficacy and student engagement.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	29.86%	75.00	22.00
Proficiency - Math	11.24%	75.00	8.00

Respond to the following questions.

a) Based on the school's Academic Achievement ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

School Comments

TECS has consistently outperformed similar schools in the state with regard to academic growth in both Mathematics and English Language Arts. We believe that growth is a critical indicator as it shows that our students are progressing at an above average rate – necessary for those students who began their TECS career 1-3 years below grade level which is typical of a majority of our Kindergarten students and even more so for those who transferred to TECS from another school.

2 Explanations:

1. Our observation and feedback model has led to an increase in the quality and quantity of instructional coaching sessions our teachers receive, thus resulting in quicker and more immediate improvement of our individual and collective instructional practices. This provides our leadership team a stronger sense of our school's instructional successes and gaps which has informed our training and support of teachers.
2. The use of the Teaching Excellence Framework has set a high bar of instructional excellence for our teachers. This has caused a positive shift in how our teachers think about instruction, and how we use professional development and professional learning communities to both enhance the skillset and repertoire of our teachers and to leverage our teachers' talent and expertise across the school.

2 Root Causes:

1. As previously mentioned, a large majority of our new students enter TECS between 1-3 years below grade level. Due to this issue, we have had to prioritize remediation for our students while trying to effectively balance sufficient academic progress and grade-level rigor. This has led to strong growth results (although less than desired) and lower proficiency scores.
2. Teacher Retention dropped from an average of 82.5% in the two years spanning 2012-2014 to an average of 71.5% in 2015-2017. This led to both a lack of consistency in our instructional delivery but also an increase in the number of novice teachers who needed significant time to learn our academic approach and the strategies to successfully engage our students.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments

Our goal is to increase our achievement to at least meet the state average in all categories within the 5-year term of our charter renewal. We need to see more consistency in the growth of our scores. While we know that this is a lofty goal, considering the starting gaps of many of our students, we are committed to learning from our successes, our challenges, and the successes of others to continue to improve our instructional delivery and our academic results. By focusing on strong student retention, we expect fewer new students in our upper grades and thus less time spent on remediation of our adolescents. Additionally, by focusing on strong staff retention, quality professional development, and strong professional accountability measures, we expect the expertise of our staff and their knowledge of our students, effective instruction, and the TECS academic model to have a strong impact on our success throughout the next five years.

Specifically, we plan to focus on the following initiatives in order to meet our expected academic achievement outcomes:

- More consistent planning with general and special education K-6 teachers on a regular basis
- Instruction always specifically designed based on IEP and student needs
- Differentiated instruction implemented at varying levels in grades K-3
- Consistent progress monitoring and follow up
- Consistent meetings to discuss student data, progress, and interventions
- Feedback from classroom visits and assessment data inform instruction 100% of the time

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

The school will measure progress in the following ways:

- Academic knowledge and retention through interim assessments
 - Instructional efficacy through monthly lesson observation and coaching and periodic school learning walks
 - Observations of teacher and PLC meetings
 - Regular review of progress monitoring documents and implementation of action steps
 - Quarterly progress check of impact of staff accountability plan
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2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	61.44%	75.00	46.00
Growth - Math	41.32%	75.00	31.00
Growth of Highest Quartile - ELA	49.60%	12.50	6.00
Growth of Highest Quartile - Math	36.46%	12.50	5.00
Growth of Lowest Quartile - ELA	65.51%	12.50	8.00
Growth of Lowest Quartile - Math	44.43%	12.50	6.00

Respond to the following questions.

- a) Based on the school's Academic Progress for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

School Comments

TECS has consistently outperformed similar schools with regard to academic growth in both Mathematics and English Language Arts. We believe that growth is a critical indicator as it shows that our students are progressing at an above average rate – necessary for those students who began their TECS career 1-3 years below grade level which is typical of a majority of our Kindergarten students and even more so for those who transferred to TECS from another school.

2 Explanations:

1. Our observation and feedback model has led to an increase in the quantity of instructional coaching sessions our teachers receive, thus resulting in quicker and more immediate improvement of our individual and collective instructional practices while also providing our leadership team a stronger sense of our school's instructional successes and gaps which has informed our training and support of teachers.
 2. The use of the Teaching Excellence Framework has set a high bar of instructional excellence for our teachers. This has caused a positive shift in how our teachers think about instruction, and how we use professional development and professional learning communities to both enhance the skillset and repertoire of our teachers and to leverage our teachers' talent and expertise across the school.
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2 Root Causes:

1. As previously mentioned, a large majority of our new students enter TECS between 1-3 years below grade level. Due to this issue, we have had to prioritize remediation for our students while trying to effectively balance sufficient academic progress and grade-level rigor. This has led to strong growth results (although less than desired) and lower proficiency scores.
2. Teacher Retention dropped from an average of 82.5% in the two years spanning 2012-2014 to an average of 71.5% in 2015-2017. This led to both a lack of consistency in our instructional delivery but also an increase in the number of novice teachers who needed significant time to learn our academic approach and the strategies to successfully engage our students.

b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

School Comments

Our goal is to exceed expectations for academic growth within the 5-year term of our charter renewal. While we know that this is a lofty goal, we are committed to continuing to learn from our successes our challenges, and those of others to continue to improve our instructional delivery and our academic results. We need to see more consistency in the growth of our scores. By focusing on strong student retention, we expect fewer new students in our upper grades and thus less time spent on remediation of our adolescents. Additionally, by focusing on strong staff retention, we expect the expertise of our staff and their knowledge of our student and the TECS academic model to have a strong impact on our success throughout our next renewal term.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

School Comments

TECS will use interim assessments in Math and ELA to assess academic growth of our students and the extent to which TECS is on track to meet its expected Growth outcomes. On a quarterly basis, our leadership team will convene to assess our data, identify trends and create comprehensive action plans to address our root causes and meet our expectations.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
On-Track Attendance	87.05%	50.00	44.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

Respond to the following questions.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

School Comments

We earned 44 out of 50 points for chronic absenteeism for a value of 87.05%. We will continue to be committed to excellent student attendance at Thomas Edison.

b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

School Comments

We will continue to be committed to excellent student attendance at Thomas Edison.

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

School Comments

We will continue to be committed to excellent student attendance at Thomas Edison.

2.5 Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency		n/a	n/a

Respond to the following questions.

a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

School Comments

N/A

b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

School Comments

N/A

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

School Comments

N/A

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 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Thomas Edison is a K-8 charter school that serves high needs students who live in a struggling community. Our goal is to increase the reading performance of our students.				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Achieve3000 Lexile scores	Meets Standard: 70%-100% of students will reach their Lexile growth goal or 2 or more STEP levels on a per grade basis. (STEP – Grades K-3, Achieve3000 – Grades 4-8)	Achieve3000 Level Set STEP data	PDF Upload and entry into system by DOE.	1a1
Strategic Teaching and Evaluation of Progress (STEP) testing	Approaching Standard: 40%-69% of students will reach their Lexile growth goal or 2 or more STEP levels on a per grade basis. (STEP – Grades K-3, Achieve3000 – Grades 4-8)			
	Far Below Standard: Less than 40% of students will reach their Lexile growth goal on 2 or more STEP levels on a per grade basis. (STEP – Grades K-3, Achieve3000 – Grades 4-8)			

- a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

School Comments

Thomas Edison Charter School is approaching standard with 45.3% of our students meeting the goal.

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- b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).

Submitted to DDOE Charter School Office

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Thomas A. Edison

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 of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's organizational performance over the current school year (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:

TECS has met the standard in every area.

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

School Comments:

N/A

c) Address any measure where school did not meet standard or is approaching standard.

N/A

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Thomas A. Edison's 2016-17 overall Organizational ratings are: Approaching Standard

By September 2022, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments:

TECS has met the standard in every area on the organizational Performance Agreement.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Halvin	Blocksom	Secretary	7/1/2009
Emile	Brown	Vice President	1/24/2011
Mikkel	Christi	President	1/24/2011
Wayne	Cooper	Treasurer	10/24/2017
Christine	Kirklin	Parent Member	
Roopa	Sabesan	Member	
Nicole	Huffner	Teacher Member	2/22/2018
Ollie	Johnson	Member	
Ami	Patel	Member	
Richard	Burruss	Parent Member	
Joseph	Till	Teacher Member	7/25/2017

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

New Board Members are in the process of receiving all necessary training.

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Christopher	Belcher	Teacher Representative	1/24/2011
Mikkel	Christi	Board Chair	1/24/2011
Wayne	Cooper	Board Member	10/24/2017
Tanyell	Howard	Parent Representative	1/24/2011
Patricia	Winder	CFO	7/1/2009
Richard	Riggs	DOE Representative	11/30/2015

School Comments:

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
66%	29	44

Review the table above with the school's teacher retention trends and answer the following questions.

- a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments:

After analyzing our teacher attrition rates, we have found that the majority of our teachers that leave relocate to other states or to higher paying school districts. We will continue to conduct our yearly summer new teacher induction trainings, participate in the DDOE New Teacher Induction/Mentoring program and provide support through lead teachers and administration

- b) Describe how the school's professional development plans support teachers and leadership.

School Comments:

The Teaching Excellence Framework has allowed us to offer coaching and support to teachers through consistent and authentic feedback after classroom observations, thus increasing teacher efficacy and student engagement. We have a strong teacher leadership team who meets regularly and provides support to help build capacity in our school.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2018-2019	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (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:

TECS has consistently achieved a "Meets Standard" overall rating since 2014. We are confident in our business practices and will continue to utilize best practices to ensure this continued positive trend.

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

TECS's Financial Framework overall rating was Meets Standard for 2018-2019. Thomas Edison's external audit for 2018-2019 was performed by Whisman Giordano & Associates. As in all previous years, an unqualified/unmodified opinion was received. No material weaknesses or significant deficiencies were identified.

c) Address any measure where school did not meet standard or is approaching standard

N/A

Performance Agreement

Financial Performance Expectations

Thomas A. Edison's 2016-17 overall Financial ratings are: Meets Standard

By September 2022, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments:

TECS has met its expectation of achieving an overall rating of "Meets Standard" on the Financial Performance Framework. We expect to continue this trend indefinitely.

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

School Comments:

N/A

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

N/A

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Thomas Edison Charter School
Location:	2200 N. Locust St, Wilmington, DE 19802

I hereby certify that the information submitted in this annual 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.

By: 

12/02/2019

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

Date

Print/Type Name:	Mikkel Christie
Title (if designated):	President, Board of Directors
Date of approval by board of directors:	<u>12/02/2019</u>

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.