



THOMAS EDISON CHARTER SCHOOL

ANNUAL REPORT

Report Date: January 15, 2025

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

Thomas A. Edison Charter School 2200 N. Locust Street, Wilmington, DE 19802 https://www.thomasedisoncharter.k12.de.us/			
Year Opened	2000	District(s) of Residence	Brandywine School District
2023-24 Enrollment	601	Approved Enrollment	710
Current Grade Span	K-8	Approved Grade Span	K-8
School Leader	Salome Thomas-EL	School Leader Phone & Email	(302) 778-1101 salome.thomas-el@tecs.k12.de.us
Board President	Mikkel Christie	Board President Email	Mikkelmbc@gmail.com
Mission Statement: The mission of the Thomas A. Edison Charter School is to provide an outstanding and rigorous 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, promote the use of effective and innovative teaching and learning methods; and provide parents and students with a culture that fosters student success, relationships and a sense of belonging”.			

1.2 STUDENT DEMOGRAPHICS

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

	2023-2024
Total Enrollment	601
Students on Waiting List	0
% Male	49.08%
% Female	50.92%
% African American	96.67%
% American Indian	0.17%
% Asian	0.00%
% Hispanic/Latino	1.00%
% White	1.16%
% Multiracial	0.83%
% Native Hawaiian or Other Pacific Islander	0.17%
% Special Education	9.98%
% English Learners	*

% Low-Income	76.21%
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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		67	
2		80	
3		64	
4		76	
5		67	
6		60	
7		62	
8		60	
Total	710	601	85%

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

School Comments:

At Thomas Edison Charter School, we prioritize community engagement through various outreach efforts to enhance student recruitment. Our Family and Community Coordinator actively connects with local Head Start Preschool programs and daycares, providing parents with valuable information about our kindergarten program and the unique initiatives TECS offers. We also host open houses and "Kindergarten Sneak a Peek" days, allowing prospective families to tour our school, meet our staff, and get their questions answered.

At TECS, we are dedicated to fostering a safe, supportive, and academically challenging environment where students thrive and families feel confident about their choice of school.

One of our significant recruitment challenges is the requirement that parents must first register at their feeder district school before enrolling at Thomas Edison. This additional step poses a considerable obstacle, particularly for parents and grandparents who may face technology barriers or transportation difficulties, making it harder for them to complete the process.

1.5 SCHOOL REENROLLMENT

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	0	
1	59	90.77%
2	75	87.21%
3	58	85.29%
4	70	90.91%
5	64	90.14%
6	60	83.33%
7	62	87.32%
8	60	96.77%
Total/Avg	508	88.81%

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

School Comments:

At TECS, we are deeply committed to minimizing student mobility and supporting families to remain with us throughout their children's K-8 educational journey. We maintain open and consistent communication with families to ensure we are addressing their educational and social-emotional needs, while also highlighting how our programs are designed to maximize student success. At TECS, we offer our families access to a Family Crisis Therapist, multiple school counselors, and a school based therapist, while also providing home support through our Family and Community Coordinator.

While we work diligently to retain our families within the TECS community, we respect parents' right to reassess their options and choose the educational setting that best meets their children's needs. For those who have withdrawn, the majority cited transportation challenges or relocating out of state as their primary reasons.

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

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

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK

Indicators	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	30%		150	17 Well Below Expectations
Proficiency ELA (grades 3-8)	15%	16.64%	75	12
Proficiency Math (grades 3-8)	15%	7.00%	75	5
Academic Progress	40%		187.5	115 Approaching Expectations
Growth in ELA (grades 4-8)	15%	64.45%	75	48
Growth in Math (grades 4-8)	15%	55.49%	75	42
Growth of lowest quartile ELA (grades 4-8)	2.50%	69.40%	12.5	9
Growth of highest quartile ELA (grades 4-8)	2.50%	66.24%	12.5	8
Growth of lowest quartile Math (grades 4-8)	2.50%	62.06%	12.5	8
Growth of highest quartile Math (grades 4-8)	2.50%	33.57%	N/A	*
School Quality/Student Success	20%		75	115 Well Below Expectations
On Track Attendance (grade K-12)	10%	80.55%	50	40
Proficiency Science (Grades 5 and 8)	5%	2.51%	25	1
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	N/A	N/A	N/A
Total	100%		412.5	173
Overall Percentage / Rating				41.94% 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

School Comments:

While TECS did not achieve a "meets standard" rating on the Academic Performance Framework this year, we have a history of consistent academic growth and strong student outcomes prior to the pandemic. Our students live in communities that are disproportionately impacted and face challenges such as educational disruptions, economic instability, healthcare shortages, mental health struggles, and the exacerbation of preexisting inequities. These hardships have significantly influenced our SBAC data, yet we are confident in our ability to meet Academic Performance Framework standards in the future.

We are particularly proud of our progress in closing proficiency gaps for our students, especially in comparison to their demographically similar peers across the state. For instance:

- In Grade 8, TECS students surpassed African American students across Delaware in ELA.
- TECS students demonstrated an increase in ELA proficiency from Grade 3 to Grade 8, compared to stagnant rates for African American students statewide.
- In Math, while statewide proficiency rates for African American students declined in Grade 3 to Grade 8, TECS students maintained steady proficiency levels in those grade levels

These results reflect our ability to "move the needle" for students who are not making similar progress elsewhere, and we achieve these outcomes without entry criteria or selective admissions—distinguishing us from peer schools serving comparable populations.

To ensure we are on track to meet Academic Achievement outcomes, we will implement the following measures:

- Administer interim assessments (DIBELS, iReady, Freckle, SBAC Interim Assessments) and hold monthly data meetings to track progress and address root causes of challenges.
 - Conduct regular DTGSS teacher observations.
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- Assess instructional efficacy through monthly lesson observations, coaching sessions, and periodic school learning walks.

These initiatives will support our commitment to ensuring that all TECS students achieve their full potential, academically and beyond.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

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

School Comments:

For over 24 years, TECS has been a steadfast and committed educational option for low-income students of color, with over 95% of our student body identifying as African American and 80% from economically disadvantaged families. TECS offers a safe, engaging, and supportive learning environment where students are held to high academic expectations. Many of our graduates go on to attend Delaware's top public and private high schools on full academic scholarships. Central to our success is the foundation of deep, authentic relationships between TECS staff and our students and families, which proved critical in helping them persevere through the challenges of the past four years.

Before the pandemic, TECS middle school students consistently achieved at or above the state average on the Smarter Balanced Exam (SBAC). However, the disruptions of the pandemic disproportionately affected our community. Our students, many of whom face adversities such as poverty, homelessness, food insecurity, and limited access to healthcare, struggled to maintain their academic performance, with elementary students facing the greatest challenges. Now, with the return to a more traditional school schedule, TECS is committed to providing additional academic and social-emotional support to help students recover and thrive. Our goal is to ensure students feel safe and secure, with their basic needs—such as food, shelter, clothing, and medical care—met, as these are foundational to their success. Effective teaching, student engagement and success will be our focus the next few years.

Rooted in the principle of educating the whole child, TECS offers programs and opportunities designed to deliver a well-rounded education both in and out of the classroom. For example:

- We have adopted **High Quality Instructional Materials (HQIM)** in both ELA and Math in all grade levels.
 - The **7-Mindsets Program** empowers students to build leadership skills, set goals, manage time effectively, embrace teamwork, solve problems, respect diversity, and achieve life balance.
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- Our **National Championship Chess Team and chess program** fosters critical thinking, problem-solving, and decision-making skills.

In response to the challenges students have faced since returning to school, we have implemented a flexible system of supports addressing academic, mental health, and social-emotional needs. This whole-school approach to whole-child development ensures every student has the resources and opportunities needed to succeed, helping TECS maintain its commitment to transforming lives through education.

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

School Comments:

TECS is committed to enhancing academic progress for all students by delivering targeted support to help them regain and surpass grade-level proficiency. We will implement a robust system to monitor progress weekly, ensuring that gaps are addressed promptly and effectively. To achieve our Academic Progress goals, we will take the following steps:

- **Foster collaboration** by providing consistent co-planning opportunities for general and special education teachers.
- **Tailor instruction** based on individual student needs, identified through ongoing and detailed data analysis.
- **Differentiate instruction** at all grade levels to address diverse learning styles and abilities.
- **Evaluate curriculum efficacy** regularly to ensure it meets the needs of students and aligns with best practices.
- **Utilize DOE resources and communities of practice** to provide teachers with access to high-quality instructional materials and professional learning opportunities.
- **Hold PLC meetings** to review student data, discuss progress, and identify effective interventions.
- **Conduct regular classroom observations** to ensure instruction consistently aligns with evidence-based practices, utilizing the DTGSS framework.

By implementing these measures, TECS aims to provide a supportive and dynamic learning environment where all students can thrive academically.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student

discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

To meet our rigorous expectations and outcomes, we are steadfast in our commitment to making TECS an oasis of calm, consistency, and support for our students. We have advanced the implementation of a flexible, responsive system of supports to address the academic, mental health, and social-emotional needs our students have faced upon returning to school. This holistic approach reflects our dedication to whole-child development, ensuring every student has the opportunity to thrive and succeed in all areas of their growth and learning.

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

YEAR	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health, & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2023-24	M	M	M	M	M	M	M	M	M	M	Meets Standard

7. Describe the school's organizational performance during school year 2023-24. (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 achieved an overall rating of "Meet Standard" on the Organizational Performance Framework. We expect to continue this trend.

8. Discuss management and operations successes and challenges during the 2023-24 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

We have an effective and experienced school administrative team. Our Head of School, Dr. Salome Thomas-EL, has been with TECS for almost 15 years, and a school leader for 25 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, 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 11 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.

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

School Comments:

TECS has achieved “Meet Standard” on all measures listed under the Organizational Performance Framework.

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.

School Comments:

N/A

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

School Comments:

The MTSS process starts with high-quality instruction through our HQIM's and universal screening in general education classrooms (Tier 1) across academic, behavioral, and social-emotional areas. Evidence-based interventions for Tiers 2 and 3 are aligned with state standards to support struggling learners. Tier 3 interventions, delivered by general educators, special educators, and specialists, increase in intensity to accelerate learning. Progress is monitored to guide decisions about intervention intensity and duration.

After 6–8 weeks of Tier 3 interventions, the student support team reviews progress to determine if further assessments, method adjustments, or a referral for special education evaluation is needed.

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.

At TECS, the process for identifying potential MLL students begins with the Home Language Survey (HLS), which assesses the primary language used at home, the language most often spoken by the student, and the language first acquired. If the HLS indicates a language other than English, the student is given the WIDA Screener within 25 days of enrollment. Identified MLL students are then assessed using the ACCESS 2.0, and all screened students are entered into the State MLL Database. Students qualifying as English Learners receive support through a contracted provider, Back to Basics, until they achieve proficiency on the ACCESS 2.0 assessment.

Although Thomas Edison does not anticipate enrolling a large number of Multilingual Learners, we remain committed to differentiating our academic program to meet the needs of all students, including English Learners. We regularly evaluate our curriculum, instructional methods, and professional development to ensure they effectively support language acquisition and address the diverse needs of our student population.

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.

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.

14. Discuss board-related success and challenges during school year 2023-24. Areas you may want to consider as appropriate include:

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

School Comments:

Membership and recruitment

- The board recruitment is a big theme for the 2024-25 school year. Board membership was a challenge in the prior year. We are in need of two (2) Community Directors and two (2) Parent Board Members.
 - 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.
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New member induction and ongoing governance training

- **Commitment to Training and Collaboration:** The Board prioritizes training and engagement with other charter boards. Participation in the National Charter Conference has been a consistent practice, reflecting the Board's dedication to professional development and collaboration. In the 2023-24 school year, three Board members attended the conference held in Boston, MA.
- **Engagement with Delaware Charter Network:** The Board President actively participates in charter board calls organized by the Delaware Charter Network, ensuring strong communication and alignment with statewide charter initiatives.
- **Representation at Key Events:** To stay connected with statewide charter school developments, the Board ensures that at least one member participates in the Annual Charter School Summit hosted by the Delaware Charter Network.

Meeting Attendance

- The Board successfully transitioned from virtual meetings to a hybrid format during the last school year.
- Meetings are held in person at the school, with the Board President and Head of School physically present.
- The public, teachers, staff, and community members are welcome to attend either in person or virtually, ensuring accessibility and transparency.

Board Self-Evaluation

- The Board conducted a self-evaluation and identified key areas of opportunity, including:
 - a) Supporting school marketing efforts.
 - b) Establishing and pursuing board-level projects.
- Progress toward these goals will be reviewed at the end of the school year to ensure accountability and improvement.

Progress on board-level projects

Annual Holiday Party

- The Board actively supports the school's annual holiday party by sponsoring the event and organizing activities.

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- During the last holiday party, the Board held a gift raffle to enhance staff appreciation and enjoyment.

25th Anniversary Gala

- A major initiative for the Board is planning and hosting a **25th Anniversary Gala** to:
 - Celebrate the school's milestone.
 - Market the school to the broader community.
 - Raise funds to support future projects and initiatives.
 - A committee comprising Board members, administration, and staff is being formed to oversee the event's planning and execution.
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15. Describe the process used by the board to evaluate school leadership.

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.

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

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 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.

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

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.

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?](#)

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 camp, 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.

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
2023-24	74%	31	42

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

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 a myriad of mental health challenges for educators. While we were fortunate to have had a sizable percentage of our dedicated teachers remain with 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

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

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.

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

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.

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.

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
2023-24	M	M	M	M	M	M	Not Rated	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 2023-24. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

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

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

School Comments:

N/A

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

School Comments:

Enrollment Variance: Pre-COVID pandemic processes to recruit new students were discontinued due to safety concerns. We have reduced the enrollment number in our charter and are also focusing on strategies to increase student enrollment.

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

School Comments:

N/A – No audit findings.

V. INNOVATIVE PRACTICES

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

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

School Comments:

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.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Thomas A. Edison Charter School
Location:	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)

Date



Print/Type Name:	Mikkel Christie
Title (if designated):	Board President
Date of approval by board of directors:	January 27, 2025