



## THOMAS EDISON CHARTER SCHOOL ANNUAL REPORT

**Report Date: January 15, 2026**

**Delaware Department of Education**  
Charter School Office  
401 Federal Street, Suite 2  
Dover, DE 19901  
Phone: (302) 735-4020  
Email: [infocso@doe.k12.de.us](mailto:infocso@doe.k12.de.us)  
Homepage: <https://www.doe.k12.de.us/Page/2267>

## I. OVERVIEW

### 1.1 SCHOOL PROFILE

<b>Thomas A. Edison Charter School</b> 2200 N. Locust Street, Wilmington, DE 19802 <a href="https://www.thomasedisoncharter.k12.de.us/">https://www.thomasedisoncharter.k12.de.us/</a>			
<b>Year Opened</b>	2000	<b>District(s) of Residence</b>	Brandywine School District
<b>2024-25 Enrollment</b>	557	<b>Approved Enrollment</b>	675
<b>Current Grade Span</b>	K-8	<b>Approved Grade Span</b>	K-8
<b>School Leader</b>	Salome Thomas-EL	<b>School Leader Phone &amp; Email</b>	(302) 778-1101 salome.thomas-el@tecs.k12.de.us
<b>Board President</b>	Mikkel Christie	<b>Board President Email</b>	Mikkelmcb@gmail.com
<b>Mission Statement:</b> The mission of the Thomas A. Edison Charter School is to provide a world-class education to students despite race, gender, and socio-economic status. In compliance with 14 Del. C., Section 501, Thomas Edison Charter School intends “to improve student 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 schools and student performance.”			

### 1.2 STUDENT DEMOGRAPHICS

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

	2024-25
Total Enrollment	557
Students on Waiting List	0
Male	51.35%
Female	48.65%
American Indian or Alaska Native	0.18%
Asian American	0.00%
Black or African American	96.41%
Hispanic or Latino	0.90%
Multi-Racial	1.26%
Native Hawaiian or Other Pacific Islander	0.18%
White or Caucasian	1.08%
English Learners	*
Low-Income	75.4%
Students with Disabilities	14.18%

### 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		45	
1		67	
2		60	
3		71	
4		61	
5		79	
6		62	
7		56	
8		56	
<b>Total</b>	<b>675</b>	<b>557</b>	<b>82.52%</b>

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

##### School Comments:

Thomas Edison Charter School (TECS) continues to prioritize community-centered recruitment efforts that ensure families have meaningful access to our programs. Our Family and Community Coordinator maintains strong relationships with local childcare centers, Head Start programs, and neighborhood organizations, helping families learn about TECS and the supports we offer. We continue to host open houses, "Sneak-a-Peek" days for prospective kindergarten families, and family engagement events that highlight our school culture, academic programs, and core values.

A continued barrier in recruitment is the requirement that families must first complete enrollment with the feeder district before registering at TECS. This multi-step process can be challenging for families who face transportation or technology limitations. Despite these challenges, steady community partnerships, targeted outreach, and increased communication efforts have kept interest strong.

## 1.5 SCHOOL REENROLLMENT

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	1	
1	59	90.77
2	56	83.58
3	62	77.5
4	55	85.94
5	75	98.68
6	60	89.55
7	56	93.33
8	56	90.32
<b>Total/Avg</b>	<b>480</b>	<b>88.72%</b>

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

#### School Comments:

TECS remains deeply committed to minimizing student mobility and promoting long-term stability for families. We maintain consistent communication with parents and guardians, provide timely updates on student progress, and ensure families feel welcomed and supported.

To strengthen family partnerships, TECS increased opportunities for engagement this year, including enhanced parent meetings, Parent Square communication rollout, family literacy nights, and social-emotional programming. Additionally, access to a Family Crisis Therapist, school counselors, a school-based therapist, and a Family and Community Coordinator ensures families receive wraparound support.

Most withdrawals stemmed from transportation limitations or families relocating out of district or out of state. We continue to refine our systems to better support families facing these challenges. With a reenrollment average of 88.72%, TECS remains committed to strengthening relationships and ensuring students and families stay in our community.

## II. ACADEMIC PERFORMANCE

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

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

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

## 2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK 2024-25

Indicators	Weight	Metric Value	Points Possible	Points Earned
<b>Academic Achievement</b>	<b>30%</b>		<b>150</b>	<b>17</b> <b>Well Below Expectations</b>
Proficiency ELA (grades 3-8)	15%	15.83%	75	<b>12</b>
Proficiency Math (grades 3-8)	15%	6.54%	75	<b>5</b>
<b>Academic Progress</b>	<b>40%</b>		<b>187.5</b>	<b>112</b> <b>Approaching Expectations</b>
Growth in ELA (grades 4-8)	15%	64.53%	75	<b>48</b>
Growth in Math (grades 4-8)	15%	53.33%	75	<b>40</b>
Growth of lowest quartile ELA (grades 4-8)	2.50%	67.01%	12.5	<b>8</b>
Growth of highest quartile ELA (grades 4-8)	2.50%	62.53%	12.5	<b>8</b>
Growth of lowest quartile Math (grades 4-8)	2.50%	61.94%	12.5	<b>8</b>
Growth of highest quartile Math (grades 4-8)	2.50%	41.08%	N/A	<b>N/A</b>
<b>School Quality/Student Success</b>	<b>20%</b>		<b>100</b>	<b>54</b> <b>Well Below Expectations</b>
On Track Attendance (grade K-12)	10%	99.07%	50	<b>50</b>
Proficiency Science (Grades 5 and 8)	5%	2.57%	25	<b>1</b>
Proficiency Social Studies (Grades 4 and 7)	5%	10.37%	25	<b>3</b>
<b>Progress toward English Language Proficiency</b>	<b>10%</b>	<b>N/A</b>	<b>N/A</b>	<b>Not Applicable</b>
<b>Total</b>	<b>100%</b>	<b>41.83%</b>	<b>437.5</b>	<b>183</b> <b>Well Below Expectations</b>
<b>Overall Score / Rating</b>				

## 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 yet meet the “Meets Standard” rating on the Academic Performance Framework, we remain encouraged by areas of growth and by our progress toward closing achievement gaps for students who historically face systemic barriers. Our students, 96% of whom identify as African American and over 75% of whom qualify as low-income, continue to show resilience despite community-wide challenges such as housing instability, transportation barriers, mental health needs, and reduced access to healthcare.

We continue to see evidence that TECS students outperform or progress more rapidly than demographically similar peers statewide. Recent patterns of growth in both ELA and Math show promise, particularly in the upper grades where we have observed positive longitudinal gains.

To ensure steady improvement toward our 2027 expectations, TECS has implemented:

- Monthly data reviews using DIBELS, i-Ready, and SBAC Interim Assessments
  - Fidelity checks through the Delaware Teacher Growth and Support System (DTGSS)
  - Deepened collaboration and regular lesson observations, PLC’s instructional coaching, and learning walks with support from Eureka Math, CKLA, and SchoolKit
  - High Quality Instructional Materials (HQIM) across ELA and Math
  - A cohesive schoolwide instructional vision grounded in Belonging, Consistency, and Coherence, aligned with The Opportunity Makers research
-



---

Through these systems, TECS is strengthening academic achievement and ensuring all students are supported with high-quality instruction and a safe, predictable learning environment.

---

## 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:

TECS has served the Wilmington community for over 25 years, providing a safe and supportive learning environment for low-income students of color. Our focus on relationships, rigor, and whole-child development remains at the center of our success.

While the pandemic years presented serious setbacks—particularly for elementary students—we continue to rebuild momentum by implementing intentionally layered supports that address academic, social-emotional, and mental health needs. This year, TECS expanded several initiatives:

- LETRS Cohort & Literacy Work: Teachers and instructional leaders participated in intensive professional learning to strengthen foundational literacy instruction aligned to the science of reading.
- SchoolKit PD & Instructional Coaching: SchoolKit now supports TECS through ILT Learning Walks, leadership development, and paraprofessional training, ensuring instructional coherence and stronger Tier 1 instruction.
- Paraeducator Professional Development: Paraprofessionals received targeted training to support small-group instruction, lesson internalization, and classroom management.
- 7 Mindsets SEL Program: Continued emphasis on SEL competency, leadership, and student well-being.
- Chess Program: The nationally recognized TECS Chess Team continues to improve critical thinking, problem-solving, and perseverance among students.

TECS will continue to provide targeted interventions, differentiated instruction, and a flexible support model to ensure accelerated academic recovery for all students.

---

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:**

While the DSSF provides important academic indicators, several additional aspects of TECS's academic performance reflect both our strengths and the ongoing challenges our students face. TECS continues to make progress in rebuilding academic momentum after several years of pandemic-related disruption, with notable improvements in instructional coherence, early literacy practices, and student engagement.

**Successes:**

This year, TECS implemented a more unified instructional vision grounded in Belonging, Consistency, and Coherence, supported through SchoolKit's leadership development, ILT learning walks, and professional learning partnerships. The launch of our LETRS literacy cohort has strengthened teachers' understanding of foundational reading skills, resulting in more aligned and effective Tier 1 instruction. We also expanded high-quality professional learning for paraprofessionals, increasing their ability to support students in small groups and reinforce core lesson objectives. Family engagement events, increased communication through ParentSquare, and consistent schoolwide systems have contributed to improved classroom environments that support academic learning.

**Challenges and Root Causes:**

Many TECS students continue to experience significant external barriers—such as housing and food insecurity, transportation challenges, and limited access to healthcare—that affect attendance, stamina, and overall academic performance. The academic gaps that widened during the pandemic remain most pronounced in the early elementary grades, where students need sustained foundational skill support. Additionally, socioeconomic stressors within our community contribute to fluctuating student attendance, which directly impacts academic progress.

**Addressing the Challenges:**

To meet these needs, TECS is strengthening its multi-tiered supports through:

- Weekly progress monitoring and responsive interventions using DIBELS, i-Ready, and HQIM-aligned tools
  - Increased instructional coaching and classroom walkthroughs to ensure fidelity to high-quality instructional practices
  - Continued partnership with SchoolKit to deepen instructional coherence and leadership capacity
  - Expansion of literacy supports through LETRS-informed reading instruction and aligned materials
-



- 
- Enhanced family communication and attendance outreach through ParentSquare
  - Social-emotional and mental health supports delivered by counselors, therapists, and the Family Crisis Therapist
  - A continued focus on consistent routines and predictable structures that help students feel safe, regulated, and ready to learn

Through these efforts, TECS is building the conditions needed to accelerate academic recovery, strengthen student engagement, and ensure all students have access to high-quality learning experiences not fully captured in the DSSF metrics.

---

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:**

In addition to the academic indicators captured by the DSSF, TECS closely monitors several schoolwide factors that significantly influence student learning, including social-emotional development, attendance, retention, engagement, and behavior. These indicators reveal important strengths as well as continued challenges that impact the overall academic experience of our students.

#### **Successes:**

This year, TECS implemented a schoolwide culture framework emphasizing **Belonging, Consistency, and Coherence**, grounded in The Opportunity Makers research and reinforced through aligned systems, routines, and expectations. This work has contributed to increased classroom stability, stronger relationships, and more predictable learning environments for students. The continued implementation of the 7 Mindsets SEL program has supported students' emotional regulation, goal setting, and interpersonal skills, helping them re-engage academically after years of disrupted learning.

We also experienced strong student retention, with 88.72% reenrollment for the 2024–25 school year, and strong family partnerships supported by expanded family engagement activities and improved communication through ParentSquare. These efforts foster trust and help families feel more connected to the school community, which directly supports student academic success.

---

---

**Challenges and Root Causes:**

Despite progress, challenges remain in addressing inconsistent student attendance, especially in the early grades where foundational learning is critical. Many of our students face external stressors—including economic instability, transportation barriers, and mental health needs—that directly influence attendance and classroom readiness. Additionally, increased behavioral needs stemming from social-emotional gaps continue to impact learning time and require layered supports. These challenges reflect broader community conditions rather than school-based issues alone.

**Addressing the Challenges:**

To improve these academic-related indicators, TECS is strengthening support systems through:

- Early, proactive attendance outreach using ParentSquare, family calls, and personalized support from the Family and Community Coordinator
- A robust tiered system of social-emotional and behavioral supports, including counseling, restorative practices, crisis intervention, and school-based therapy
- Consistent schoolwide expectations and routines, reinforced through leadership coaching, SchoolKit-supported ILT learning walks, and paraprofessional training
- Increased family engagement events, aimed at building relationships, reducing barriers, and strengthening trust between school and home
- Enhanced student engagement opportunities, including clubs, chess, sports, and enrichment experiences that promote belonging and motivation
- Regular data reviews of attendance, discipline, and engagement patterns to inform interventions and identify students needing additional support

Through these combined efforts, TECS is creating the conditions necessary for students to show stronger academic gains by ensuring they attend school regularly, feel emotionally supported, and experience a structured, culturally responsive learning environment that promotes both engagement and achievement.

---

### 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	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	
2024-25	M	M	M	M	M	M	M	M	M	M	M

7. Describe the school's organizational performance during school year 2024-25. (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 2024-25 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:**

TECS benefits from a highly experienced and stable leadership team. Our Head of School has served the TECS community for more than 15 years, and our administrative team includes veteran leaders with more than a decade of service each. This continuity provides stability, institutional knowledge, and strong cultural alignment.

Notable successes this year include:

- 100% retention of grade-level teaching staff, demonstrating improved hiring and support structures
- Successful onboarding of new support positions to enhance instruction, culture, and operations
- Greater coherence in instructional leadership due to SchoolKit-facilitated ILT collaboration
- Increased family engagement through ParentSquare, family events, and onsite activities
- A stronger sense of belonging and school culture through the Opportunity Makers framework

Challenges remain in transportation availability, securing certified teachers in specialized areas, and increasing parent participation. These remain active priorities for improvement.

---

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

---

**School Comments:**

N/A

---

### **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 students.

---

**School Comments:**

TECS continues to strengthen its Multi-Tiered System of Support (MTSS) through universal screenings, HQIM-aligned instruction, and evidence-based interventions. Students receiving Tier 2 and Tier 3 supports participate in progress monitoring cycles that inform next steps, including possible referrals for special education evaluation when warranted.

---

12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

---

**School Comments:**

The Home Language Survey and WIDA Screener continue to be used to identify multilingual learners. Students who qualify receive support through Back to Basics until proficiency is achieved. Although enrollment of MLL students remains small, TECS maintains readiness to differentiate instruction and leverage ACCESS 2.0 data to guide support.

---

### 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 TECS Board of Directors maintains active oversight in academic performance, finance, and operations. Monthly meetings include detailed reports on enrollment, instruction, staffing, financial health, and compliance. The Audit Committee meets with the external auditor annually to review controls and ensure fiscal responsibility.

---

14. Discuss board-related success and challenges during school year 2024-25. 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:**

Successes this year include:

- Strengthened participation in governance training and Delaware Charter Network events
- Consistent hybrid meeting attendance, increasing public access and transparency
- Progress on long-term planning for school visibility and community engagement
- Continued planning for major events celebrating TECS' 25th anniversary

A challenge this year remains the recruitment of additional community and parent board members. The board and administration continue to collaborate on identifying strong candidates.

---

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



---

**School Comments:**

The board conducts an annual performance evaluation of the Head of School based on collaboratively established goals. The evaluation is completed by the full board and reviewed with the board chair.

---

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

---

**School Comments:**

TECS continues to cultivate internal leadership talent, resulting in a stable administrative team. Through coaching, PD, and SchoolKit-supported leadership development, the school is building a strong pipeline of future leaders. Internal candidates will continue to be prioritized should vacancies arise.

---

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

---

**School Comments:**

The TECS Board maintains a strong presence at school events, parent activities, and academic celebrations. Board members provide professional expertise, attend community events, support staff recognition efforts, and contribute to fundraising and long-term planning. Their involvement reinforces trust, transparency, and community connection.

---

### 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:**

TECS gathers parent and student feedback through surveys, ParentSquare, parent meetings, and engagement events. Survey data is reviewed regularly by leadership teams to

---

---

identify patterns, concerns, and opportunities for improvement. This year's transition to ParentSquare improved communication clarity and parent participation in school updates. TECS uses feedback to refine systems, adjust programming, and strengthen the school culture of belonging, consistency, and coherence.

---

### 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
2024-25	94%	34	36

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

---

#### School Comments:

TECS achieved a significant staffing milestone in 2024–25: **all grade-level teachers returned**, and staffing additions were made without any grade-level turnover. Retention is supported through intentional relationship-building, high-quality PD, mental health supports, and a strong sense of belonging among staff.

The teacher retention plan emphasizes:

- Comprehensive induction for new teachers
  - High-impact PD including LETRS, RBT, HQIM coaching, and SchoolKit partnerships
  - Cultural initiatives promoting staff well-being, recognition, and collaboration
  - Representation through hiring practices aligned with community demographics
- 

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

---

#### School Comments:

TECS expanded professional learning by partnering with:

- SchoolKit for ILT Learning Walks, leadership development, and paraprofessional training
- Lexia/LETRS for foundational literacy instruction
- Great Minds, CKLA, NCTM, and the DOE for curriculum-aligned PD and instructional coaching
- DTGSS pilot training for all observers

These initiatives ensure coherence, improve instructional quality, and strengthen teacher capacity.

---

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

---

**School Comments:**

All administrators and instructional coaches completed DTGSS credentialing. The school now uses the DTGSS framework to support instructional growth, strengthen teacher reflection, and align evaluation with evidence-based practice.

---

## 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
2024-25	M	M	M	M	M	M	N/A	A	Not Rated	M	M

M: Meets Standard

A: 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 2024-25. (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 maintained strong financial health during the 2024–25 school year, earning a rating of "Meets Standard" across nearly all measures of the Financial Performance Framework. The school continues to demonstrate sound financial management, responsible budgeting, and consistent adherence to financial controls. The only measure not meeting standard was Enrollment Variance, which received an "Approaching Standard" rating—an expected

---

outcome given statewide enrollment trends and the ongoing challenges associated with the district-first registration requirement for charter enrollment.

Overall, TECS remains financially viable and stable, with healthy cash reserves, low debt-to-asset ratios, compliant loan management, and strong fiscal oversight practices.

---

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

---

**School Comments:**

TECS continues to refine and strengthen internal financial processes to ensure long-term sustainability. Improvements this year include enhanced budget monitoring procedures, more frequent financial reporting to the Board of Directors, and proactive planning to align staffing and resource allocation with enrollment projections. Additionally, the school increased communication with families during the enrollment period to support timely registration, which helps maintain more accurate revenue forecasting.

While no major financial practices required overhaul, TECS remains committed to ongoing evaluation of systems and adopting efficiencies that support stability and growth.

---

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

---

**School Comments:**

The school received an “Approaching Standard” rating for Enrollment Variance. As in prior years, the primary contributor to this rating is the state requirement that families register at their feeder district school before enrolling at TECS. This added step continues to create barriers for families who face transportation, technology, or documentation challenges, which directly affects enrollment counts.

To address this, TECS is increasing outreach and support during the registration season, improving communication through ParentSquare, and strengthening family onboarding efforts. These steps are intended to help families navigate the enrollment process more efficiently and support stronger alignment between projected and actual enrollment numbers.

All other financial measures met standard.

---



---

---

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

---

**School Comments:**

N/A – TECS received no audit findings for the 2024–25 school year. The school maintains strong financial controls and continues to comply with all state and federal reporting requirements.

---

## 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 continues to expand innovative practices that support academic and social-emotional growth.

This year we advanced:

- A robust literacy improvement effort through ELLA/ELLF, LETRS training and HQIM alignment
- Instructional transformation via SchoolKit-facilitated Learning Walks and ILT coherence work
- Paraprofessional development focused on lesson internalization and small-group support
- The Belonging–Consistency–Coherence framework, grounding culture work in the Opportunity Makers model
- Enhanced communication systems through the ParentSquare app rollout
- A nationally recognized chess program that continues to improve student confidence, problem-solving, and leadership

These systems promote whole-child development and are replicable in other schools seeking stronger consistency, teacher support, and student culture.

---

## VI. ANNUAL REPORT CERTIFICATION STATEMENT

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

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

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

12/18/25  
Date

Print/Type Name:	Mikkell Christie
Title (if designated):	Board Chair
Date of approval by board of directors:	12/18/2025