

GATEWAY LAB CHARTER SCHOOL

ANNUAL REPORT

2019-2020



**2501 Centerville Rd,
Wilmington, DE 19808
Phone:(302) 633-4091**

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	Gateway Lab Charter School
Year School Opened	2011
Enrollment 2019-2020 ¹	177
Approved Enrollment	226
School Address	2501 Centerville Rd, Wilmington, DE 19808
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://www.gatewaylabschool.org/
Name of School Leader	Catherine Dolan
School Leader Email and Phone Number	Catherine.Dolan@gls.k12.de.us (302) 633-4091
Name of Board President	Joyce Henderson
<p>Mission Statement: The mission of Gateway Lab School is to provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, utilizing research-based intervention strategies and a highly tailored, arts-based learning environment that seeks to identify and capitalize on a student’s strengths and interests. To become a resource to the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training.</p>	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2019-2020. (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	
	2019-2020 ¹
Total Enrollment	177
# of Students on Waiting List	7
Gender	
% Male	63.28%
% Female	36.72%
Ethnicity/Race	
% African American	53.67%
% American Indian	
% Asian	
% Hispanic/Latino	11.30%
% White	29.38%
% Multiracial	5.65%
Special Populations	
% Special Education ²	51.41%
% English Language Learners	4.52%
% Low-Income	41.24%

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

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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2019-2020	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		13
Grade 4		18
Grade 5		33
Grade 6		31
Grade 7		49
Grade 8		33
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total		177

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		
Gateway Lab Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4	8	88.89%
Grade 5	25	92.59%
Grade 6	17	77.27%
Grade 7	36	87.80%
Grade 8	30	88.24%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	116	87.22%

** 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.

Gateway’s student attrition rates fluctuate year to year but have historically stayed above 80%. With students coming to GLS from as far North as Claymont and as far South as Smyrna, the school’s location and available bus transportation, can cause challenges for some families who must choose the convenience of child care and other logistical factors when choosing to enroll in different schools.

II. ACADEMIC PERFORMANCE

2.1 Delaware Alternative Academic Performance 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

Indicator	Points	Percent Point
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

a) **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please describe the school's performance against its remote learning plan and address the following areas (2 pages will suffice):**

- i. Content mastery;**
- ii. Addressing learning gaps (e.g. serving students with disabilities);**
- iii. Equity (e.g. measuring and addressing the technology gap, technological literacy)**
- iv. Student engagement;**
- v. Student wellness (e.g. challenges at home);**
- vi. Assessment and measures of success;**
- vii. Grade level differences;**
- viii. Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)**

School Comments:

GLS has maintained academic rigor by following the scope and sequence of the Board adopted curriculum. Teachers are providing students a broad foundation of concepts which lead to the mastery of specific standards. Teachers have implemented the use of online platforms to assist in academic achievement. Teachers use Zoom, Google Classroom, Google Meet, KAMI, Near Pod, and Flocabulary in addition to the online platforms of Wonders & our Math in Focus curriculum. Students

are assigned activities, reports, projects, and curriculum specific assessments to evaluate their progress.

There has been a huge learning curve in figuring out the best way to deliver instruction in both Remote and Hybrid models. Teachers are experiencing high levels of stress, and anxiety with the COVID pandemic constraints. In order to avoid placing additional undo pressure on the faculty, an elaborate schedule was created so that teachers would either have all in-person students, or all remote students in a given day. This required creating a team teaching model in the elementary grades in which one teacher is assigned ELA/Social Studies, and the other teacher is assigned Math/Science. This change has been beneficial in more than one regard. Two preparations to plan for and deliver instruction is much easier than four preparations. Also, teachers are finding that the team teaching concept provides collaboration and support in dealing with students' needs. A Master Schedule was devised and posted on our website that allows parents and students the ease of searching by day, teacher name, and time of day for the classes they need to sign into. Then by simply clicking on that class they are linked to the appropriate Zoom meeting.

In our Middle School the same concept applies, but by subject. For instance, the Social Studies teachers have all remote classes, while the core content subject teachers have the in-person classes, predominantly. Students are missing the experience of school, and some have asked if they can attend both cohorts. We are not allowing that choice, but recognize the need that students are feeling for increased social interaction. There seems to be a new appreciation for the 'normal' school experience, and behavior when students are in the building has been noticeably improved.

Performance Agreement

Academic Performance Expectations

Gateway Charter School's DSSF ratings are:

Indicator	2018-2019		
	Points	Point Earned	Percent Point
Academic Achievement	150.00	11.00	7% Well Below Expectations
Academic Progress	200.00	117.00	59% Approaching Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	166.00	42% Well Below Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, 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: GLS has created procedures to enhance academic performance in DSSF. We have implemented an Academic Committee that supports teachers in adhering to pacing guidelines in our curriculum scope and sequence. The state has granted us a Math Coach who supports the faculty in instruction, pacing, teaching strategies, training workshops, and general mentoring of teachers. Teachers are given measurable goals in order to produce academic success. Students are tested 3 times a year to measure improvement and to identify target areas for additional instruction. Lastly, our administration frequently meets with teachers on classroom management, instruction strategies, arts integration and professional responsibilities which all play a part of student achievement.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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: GLS students have additional challenges due to the pandemic. The interactions between students and teachers are limited. Students have some technology limitations using the software and with hardware malfunction. Some students have been identified with attendance concerns. On a positive note, our teachers have mastered implementation of Google Classroom, KAMI, Near Pod, and Zoom. They have been trained, have researched, and shared ideas & activities to achieve student interest and comprehension. Some students have risen to the challenge by logging on daily, completing assignments, being more creative and becoming more independent.

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

School Comments: GLS expects a reduction of the learning gap. This will be accomplished by teacher professional development, a structured schedule, creative activities/lessons, emphasis placed on academic focus, reviewing data to guide instruction, and targeting specific needs of our students as a whole and individually.

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

School Comments

Student progress is measured throughout the year. Each student receives grade level assessments in ELA and Math. Students attend RTI daily for individualized focus. Students with an IEP have progress monitoring done on a weekly basis.

2.3 Academic Progress

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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

GLS Academic Progress for all students is limited due to unique, unprecedented factors. The pandemic forced the student body to remote learning for the last 3 months of 2019-20 school and the first 3 months of the 2020-21 school year. Instruction was performed but the new platform was a challenge to all stakeholders. Teachers are constantly learning and troubleshooting computer programs and software. Some students have reduced their online attendance. Fifty-one percent (51%) of our students have an IEP or 504 which creates challenges for being creative in Remote and Hybrid models of instruction, implementing accommodations, and student teacher interactions in general.

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

GLS expects to achieve a rating of Meets Standard in the area of Academic Progress and a reduction of the learning gap. This will be accomplished by teacher professional development, a structured schedule, creative activities/lessons, emphasis placed on academic focus, reviewing data to guide instruction, and targeting specific needs of our students as a whole and individually. Also, parental supports have been added to this new mode of learning.

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

Student progress is measured throughout the year. Each student receives grade level assessments in ELA and Math. Students attend RTI daily for individualized focus. Students with an IEP have progress monitoring done on a weekly basis.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
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Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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

GLS School Quality/Student Success for all students is limited due to unique, unprecedented factors. The pandemic forced the student body to remote learning for the last 3 months of 2019-20 school and the first 3 months of the 2020-21 school year. Instruction was performed but the new platform was a challenge to all stakeholders. Teachers are constantly learning and troubleshooting computer programs and software. Some students have reduced their online attendance. 51% of our students have an IEP or 504 which creates challenges for being creative in Remote and Hybrid models of instruction, implementing accommodations, and student teacher interactions in general.

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

School Comments

GLS expects to achieve a rating of Meet Standard for School Quality/Student Success measures. This will be accomplished by teacher professional development, a structured schedule, creative activities/lessons, emphasis placed on academic focus, reviewing data to guide instruction, and targeting specific needs of our students as a whole and individually. Also, parental supports have been added to this new mode of learning.

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

Student progress is measured throughout the year. Each student receives grade level assessments in ELA and Math. Students attend RTI daily for individualized focus. Students with an IEP have progress monitoring done on a weekly basis.

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
Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.			

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

Student progress is measured throughout the year. Each student receives grade level assessments in ELA and Math. Students attend RTI daily for individualized focus. Students with an IEP have progress monitoring done on a weekly basis.

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

GLS expects a reduction of the learning gap for students with ELP needs. This will be accomplished by teacher professional development, a structured schedule, creative activities/lessons, emphasis placed on academic focus, reviewing data to guide instruction, and targeting specific needs of our students as a whole and individually. Also, parental supports have been added to this new mode of learning.

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

Progress for our ELP students will be determined in different ways. Students will meet with an ELL certified teacher one hour a week to focus on individualized language needs. A schoolwide focus on

vocabulary has also been adopted by the teachers at GLS. The WIDA testing will be held in March of 2021. Student progress is measured throughout the year. Each student receives grade level assessments in ELA and Math. Students attend RTI daily for individualized focus. Students with an IEP have progress monitoring done on a weekly basis. In addition, all students are monitored and assessed by ELA and Math teachers throughout the year.

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?

The data below is from a limited time (5 months) due to the 2020 COVID-19 pandemic.
Normally the data is over a 9 month period.

2019-2020 Math Data

<u>Grade</u>	<u>Students who Met Growth Target</u>	<u>% of Students Who Met Growth Target</u>
<u>3</u>	6/13	46
<u>4</u>	7/16	44
<u>5</u>	9/32	28
<u>6</u>	11/31	35
<u>7</u>	16/48	33
<u>8</u>	11/32	34
<u>Total</u>	60/172	35

2019-2020 Reading Data

<u>Grade</u>	<u>Students who Met Growth Target</u>	<u>% of Students Who Met Growth Target</u>
<u>3</u>	5/13	38
<u>4</u>	10/16	63
<u>5</u>	19/32	59
<u>6</u>	14/31	45
<u>7</u>	20/48	42
<u>8</u>	20/32	63
<u>Total</u>	88/172	51

- a) Rate the school's performance according to the criteria established by the school for its 2019-2020 mission specific goal(s).

School Comments

Goal #1: To meet or exceed all of the standards set forth in the Alternative Academic Framework established by the State Board of Education by the end of 2021.

While going through the data, we have identified that our students did improve from Fall to Winter. Over 50% of our students met growth goals in reading, while 35% met their goal in math (See Appendix 1). The middle school had better academic growth in reading than math. This could be a result of the implementation of more resources (Wilson Reading & Failure Free Reading), a more structured RTI time/schedule, and/or this being the second year of implementing our board adopted ELA curriculum (Wonders 3rd to 6th & Connections 7th & 8th). As for math, this was our first year using Math in Focus curriculum.

We have also concluded, it is ambiguous to compare end of the year goals to mid-year data (apples to oranges). Our hope is that the instructional plan for staff and students leads us to student success. GLS expects a decrease in the learning gap. This will be accomplished by an increase in professional development, structured scheduling, implementing new software, creative activities/lessons, emphasis placed on academic focus, data driven instruction, and targeting specific needs of our students as a whole and individually. Also adding parental involvement to the process of learning. As we implement our objectives, there will be a rise in student performance. However, the COVID pandemic continues to impact schools performance.

Gateway's Goal #2 is to, "Become a "Best Place" school that attracts and retains high quality teachers and maximizes students' potential." Of the measurable mission specific goals outlined for SY 2019-2020, the school came very close to our target of 90% teacher retention, with an actual percentage of 89%. The school administration and the Board Expansion Committee has made significant inroads to identifying funding opportunities for expansion. We continue to evaluate these options in order to identify the one that is most cost effective. In 2019-2020, a Technology Task Force was formed to identify and plan for the school's current and future technology needs. The Board consists of school administrators, Board and community members.

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).

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

Gateway Lab Charter School

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
2019-2020	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:

Gateway Lab School has met all Organizational Performance Standards for SY 2019-2020.

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

School Comments:

The Gateway Board of Directors updated the school’s Strategic Plan in 2019 and implemented processes to ensure that the Board is meeting DOE’s Governance and Reporting guidelines. The Administration and Board have continued to place a priority on ensuring that GLS is meeting its organizational goals with fidelity and transparency. We received positive reviews from internal audits performed by an independent auditor.

The GLS administration and staff have made the health and safety of our students and school environment a priority with the advent of the Covid-19 Pandemic. After 7 months of remote learning, we brought students back to school in the hybrid mode in November 2020. We have not experienced

any spread of Covid-19 at school among students or staff as we have adhered to state and CDC guidelines to keep our school community safe.

We expect to continue to meet the requirements set forth by our mission specific goals through our next renewal period, by focusing on recruiting board members and staff, who are committed to the mission and vision of our school.

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

Not Applicable

Performance Agreement

Organizational Performance Expectations

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

Gateway Lab School's overall organizational rating is Meets Standard.

By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. 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:

In SY 2019-2020, Gateway achieve the overall rating of "Meets" as measured by our Organizational Performance Framework. Our future goal is to continue to achieve this rating on an annual basis.

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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Joyce	Henderson	10/7/2017	11/2022	Board Chair	12/30/2017	11/12/2018
Sherlock	Hack	4/1/2018	4/2021	Community Member	10/14/2018	11/12/2018
Kenyatta	Austin	4/26/2017	11/2021	Community Member	7/25/2017	11/12/2018
Heidi	Shanus	7/18/2018	10/21	Staff Member	8/27/2018	9/1/2018
Kevin	Hunter	11/2019	11/2022	Treasurer/Community Member	2/17/2020	12/5/2020
Doreen	Rathmell	9/7/2018	9/1/2020	Teacher Member	10/2/2018	11/12/2018
Larry	Heredia	11/18/2018	11/20/2020	Community Member	12/2/2018	11/12/2018
Doug	Salter	11/18/2018	11/20/2020	Community Member	11/27/2018	11/12/2018
Devie	Smith	10/2020	10/2023	Community Member	9/5/2020	12/5/2020
Amy	Fowler-Johnson	10/2020	10/2022	Community Member	9/15/2020	12/5/2020
Ashley	Chance	10/2020	10/2023	Community Member	10/5/2020	12/5/2020
Polly	Howell	10/2020	10/2022	Teacher Member	10/5/2020	12/5/2020

*Please list only the most recent training date.

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

School Comments:

[See Appendix 2 for a copy of the most recent Board Governance 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
Sherlock	Hack	Treasurer	10/14/2018
Pam	Draper	Staff to CBOC	7/1/2012
Larry	White	Parent Board Member	4/24/2020
Catherine	Dolan	Staff to CBOC	
Richard	Riggs	DOE Representative	11/30/2015
Dorcell	Spence	Consultant	7/1/2007

School Comments:

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

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
88%	18	21

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:

The table above was corrected to reflect the correct teacher retention percentage that we calculated for 2019-2020. Our records indicated that 18 out of 21 teachers were retained for that school year or 88%. Teachers who leave for better paying positions in district or other charter schools continues to be the over-arching reason for teacher turnover. Two of the teachers took jobs with district schools and one teacher relocated to the West Coast. The school administration and board continues to invest in our teachers by cultivating an atmosphere that encourages professional and personal growth through a tuition reimbursement program, rigorous professional development and an annual retention bonus.

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

School Comments:

Consistency and focus on our mission is at the core of Gateway’s professional development for teachers and leadership. Each year our staff receives training in arts-integrated teaching methods, generally with a core arts-focus (i.e. – dramatic arts, visual arts, music, etc.). We have partnered with Dr. Lynette Overby and the University of Delaware and the Delaware Institute for the Arts in Education (DIAE) to offer year-long training to our teachers. Additionally, our teachers receive Responsive Classroom training, as the emphasis on social skills is a core component of our educational focus.

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	
2019-2020	M	M	AS	M	AS	M	AS	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:

Gateway Lab Charter School maintained an overall rating of meets standard on the Financial Performance Framework for SY 2019-2020. Despite the high cost of our specialized program, the school has been able to meet the needs of our students while accumulating a healthy contingency of \$1,309,801.

The three areas of the Framework that received a rating of Approaching Standards are discussed below.

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

School Comments:

Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. In 2019, the school negotiated a two year lease extension with

no increase that will remain steady for two years. The Board Expansion Committee is actively preparing to purchase a property or find a more affordable lease option at the end of our current lease. An analysis provided by a local commercial lender projected that the school could save between 30-50% of our building operating costs by purchasing a facility versus leasing. The savings would be instrumental in helping us to make our teacher salaries more competitive and increase our retention rate. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year's surplus funds.

In December 2020, Gateway applied for a modification to expand to grades K, 1 & 2, beginning with Kindergarten in SY 2022-2023. Historically, GLS has had a waitlist for grades 6 & 7 and has struggled to increase enrollment in our elementary grades in recent years. The current entry point for students coming to Gateway is Third (3rd) grade, and that has proven to be an awkward time for parents to enroll their students in a new school. We believe that the addition of K, 1 & 2, will create more of a natural progression for students which will help us to meet our approved enrollment.

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

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2019-2020
82%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

In December 2020, Gateway applied for a modification, seeking approval to expand to grades K-2 over the next five years. The current entry point for students coming to Gateway is Third (3rd) grade, and that has proven to be an awkward time for parents to enroll their students in a new school. We feel strongly that the Gateway model will be appealing to parents of Primary students who are struggling and identified as needing additional support. Filling the lower elementary grades will help to create a natural progression of students that will be more likely to continue their education at GLS through 8th grade.

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2019-2020
1 YR: -2.11%
3 YR: 1.08%

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:

In SY2019-2020, the Gateway School Board authorized bonuses to be paid to school staff from one-time funds in October and March in lieu of a salary increase. The payment of bonuses allowed us to compensate staff without the use of continuing funds, thereby avoiding deficit spending. This resulted in a reduction in our contingency funds for that year.

Measure 2c. Cash Flow

2019-2020
1 YR: \$-36170
3 YR: \$12211

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

In SY2019-2020, the Gateway School Board authorized bonuses to be paid to school staff from one-time funds in October and March in lieu of a salary increase. The payment of bonuses allowed us to compensate staff without the use of continuing funds, thereby avoiding deficit spending. This resulted in a reduction in our contingency funds for that year.

Performance Agreement

Financial Performance Expectations

Gateway Lab School’s overall organizational rating is Meets Standard.

By September 2024, our expectation is to achieve the overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. 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:

Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. In 2019, the school negotiated a two year lease extension with no increase that will remain steady for two years. The Board Expansion Committee is actively preparing to purchase a property or find a more affordable lease option at the end of our current lease. An analysis provided by a local commercial lender projected that the school could save between 30-50% of our building operating costs by purchasing a facility versus leasing. The savings would be instrumental in helping us to make our teacher salaries more competitive and increase our retention rate. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year’s surplus funds.

In December 2020, Gateway applied for a modification to expand to grades K, 1 & 2, beginning with Kindergarten in SY 2022-2023. Historically, GLS has had a waitlist for grades 6 & 7 and has struggled to increase enrollment in our elementary grades in recent years. The current entry point for students coming to Gateway is Third (3rd) grade, and that has proven to be an awkward time for parents to enroll their students in a new school. We believe that the addition of K, 1 & 2, will create more of a natural progression for students which will help us to meet our approved enrollment.

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

School Comments:

There were no audit findings for FY 2019.

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:

Gateway Lab School is the only public school in Delaware using the Wilson Reading System (WRS). Wilson is traditionally offered in private school or through private tutors. Wilson Reading has been a part of our model since inception. The success that our Wilson students led us to invest in Wilson training and certification for one of our lead teachers. Over the last three years Wilson Reading has been offered to students school-wide who struggle with decoding. The results have consistently shown tremendous student growth in meeting and exceeding their grade-level reading goals.

Wilson Reading Growth Targets

The percentage of Wilson students who met their growth targets in SY 2017-18 was 83% (30/36).

The percentage of Wilson students who met their growth targets in SY 2018-2019 was 94% (33/35).

Additional strategies that are central to the Gateway model that can be replicated at other schools include:

- Arts-integration into core subjects
- Small Class Size
- Individualized instruction focused on how each student best learns
- Social/Emotional learning through Responsive Classroom
- Rigorous professional development provided to teachers and paraprofessionals on ways to teach and assist students with diverse needs
- School-wide Success Block – Success Block is a 45 minute period of time when all students receive RTI services.

Approximately 51% of our students have IEP's. Traditional testing methods don't present a complete picture of our student's educational success. In SY 2018-2019, we surveyed and met with GLS alumni students and their parents. They have reported that Gateway provided a safe and nurturing environment that allowed them to release their anxieties and fear of failure and develop a love of learning. The caring and support that our students receive from the teachers and staff has provided the foundation they need to gain confidence in their abilities and to advocate for themselves as the move on to high school and college.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Gateway Lab School
Location:	2501 Centerville Rd. Wilmington, DE 19808

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.



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

1/15/2021
 Date

Print/Type Name:	Catherine Dolan
Title (if designated):	Head of School
Date of approval by board of directors:	Pending (January 19,2021)

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.



Reading % of Students on Grade level

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
3rd	31	38	N/A
4th	44	53	N/A
5th	18	26	N/A
6th	32	34	N/A
7th	31	49	N/A
8th	21	47	N/A
Total	28	40	N/A

Math % of Students on Grade level

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
3rd	39	85	N/A
4th	17	24	N/A
5th	11	1	N/A
6th	0	14	N/A
7th	10	15	N/A
8th	1	1	N/A
Total	10	18	N/A

N/A The pandemic prohibited our ability to test students.

The data was taken from NWEA Map testing. The administration at GLS was looking forward to the spring testing because of the upward trend of the data.

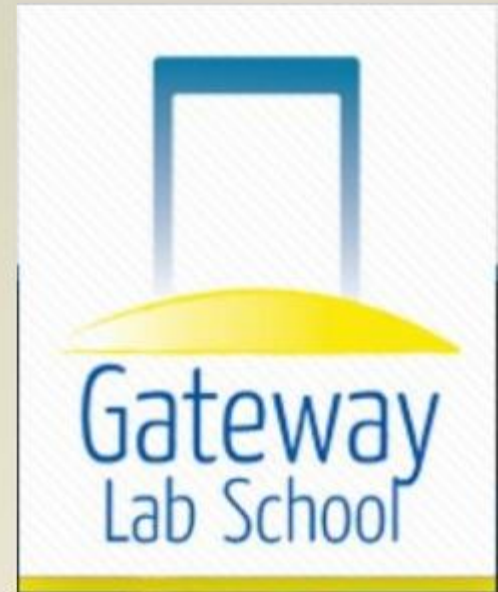
Appendix 2

Governance and Orientation Training

*for the
Gateway Lab School
Board of Directors*

Agenda

- Introduction
 - What is a Board's role ?
 - Delaware laws and regulations
 - Strategic Plan
 - The Policy Governance® mindset
- Board Orientation
 - Corporate Information
 - “The Charter”
 - Who's Who and Key Documents
- Board Compliance
 - Background Checks
 - Financial Training
 - Citizen Budget Oversight



GLS Board Members'

INTRODUCTION

LAWS – STRATEGIC PLANS -- GOVERNANCE

What Is the Board's Role?

- Fidelity to the organization's Mission
- Relationship with the School Leader
- Strategic Direction
- Financial Trustee / Fiduciary Duty
- Oversight of Programs and Compliance
- Public Stewardship and Accountability

“We don't manage the school ... we oversee it”

Delaware Laws and Regulations

- **Delaware Statutory Code:** (<http://delcode.delaware.gov>)
 - Title 14, Chapter 4 (Enrollment Choice)
 - **Title 14, Chapter 5 (Charter Schools)**
 - Title 14, Chapter 15 (Fiscal Provisions) Citizen oversight §1508
 - Title 29, Chapter 100 (Freedom Of Information Act) “FOIA”

 - Delaware Laws: (<http://delcode.delaware.gov/sessionlaws/>)
 - These are acts of the General Assembly
 - Most end up enshrined in Statutory Code; some stand alone (e.g., creation of task forces)

- **Delaware Administrative Code:** (<http://regulations.delaware.gov>)
 - Title 14, Chapter 275 (Charter Schools)
 - Title 14, Chapter 734 (Board and CBOC Financial Training)
 - Title 14, Chapter 736 (Citizen Budget Oversight)

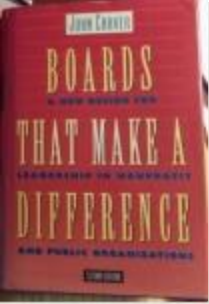
 - Delaware Register of Regulations: (http://regulations.delaware.gov/services/current_issue.shtml)
 - These are acts of the Executive branch
 - They end up enshrined in Administrative Code
 - Regulations are subject to periodic review with public comment (approx. every five years)

GLS Strategic Plan

- Do we have one? *Yes*
- Is it posted on the website? *Yes*
- Primary Strategic Goals
 - Academic Rigor
 - Meet/exceed standards in Alternative Academic Framework of State BOE in FY2018
 - Grow Operational Capability
 - Grow revenues to attract, retain, and support students and staff in line with GLS mission

So What Is Our Mission?

- As stated in our 2013 Charter Modification Application:
 - To provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, utilizing research-based intervention strategies and a highly tailored, arts-based learning environment that seeks to identify and capitalize on a student's strengths and interests.
 - To become a resource to the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training.



Policy Governance®

<http://www.carvergovernance.com/>

“Accountability to Ownership”

- Define your ownership; you are accountable to all owners
- Stakeholders are not necessarily owners

“One Voice”

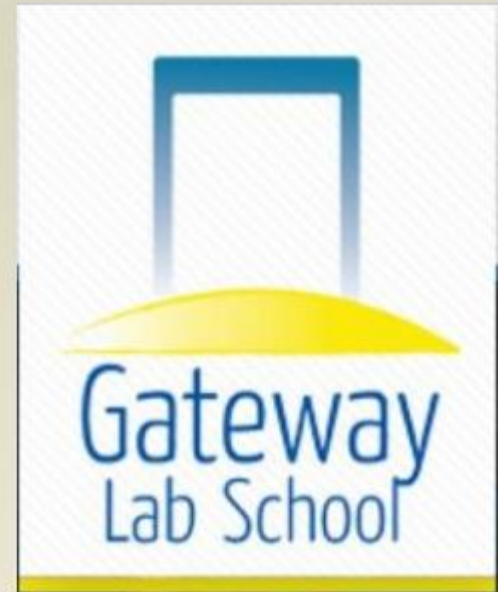
- Authority is held as a group.
- No individual directives.

“Act though Policy”

- Ends: Outcomes, beneficiaries and intended worth
- Limits: Boundary conditions within which Management is free to operate
- Means: Board governance – how we deal with ourselves
- Means: Board delegation – how we deal with our Executive

“Oversight”

- Monitor organizational performance against Ends and Limits policies.
- Use the principle of “any reasonable interpretation” by management
- CEO evaluation is limited to accomplishment of Ends within Limits and principle



GLS Board Members'

ORIENTATION



Board Orientation

Ref: Brian L. Carpenter, "Charter School Board University"
(The National Charter Schools Institute); Second edition (March 1, 2009)
ISBN-10: 0978857313 / ISBN-13: 978-0978857318



What are some basic documents and information which a charter school board should be familiar with?

Additional important topics:

- ***DE Statutory Codes***
- ***DE Administrative Regulations***
- ***Strategic Plans***
- ***Governance Practices***

1. List of Directors
2. **Incorporation & Bylaws**
3. **"The Charter"**
4. **Attorney & Auditor**
5. **Executive Contract**
6. **Directors' Job Description**
7. School Performance Data
8. Board Minutes
9. Directors' Liability Insurance
10. **Financial & Audit Reports**
11. **Debt & Lease Instruments**
12. **Board Policies**

Certificate of Incorporation ("COI")

- GLS is a Delaware membership corporation
 - Legal name is "Gateway Charter School Inc."
 - "Gateway Lab School" is a DE-registered d/b/a name
- GLS COI was executed in 2007 (no amendments)
- In the GLS COI, "Members" are the Board
- Each DE charter school treats the concept of Members differently; there is no "right" way
 - External Members (e.g. corporations)
 - Same as the Directors (e.g., GLS COI)
 - Subset of Directors (e.g., independent Directors)
 - Stakeholder Members (e.g., enrolled families)

GLS Bylaws

- Original Bylaws formed in 2008
- Amended & Restated in FY2014
- GLS bylaws require further amendment in FY2018 to reflect:
 - Executive Director & Delegation of Authority
 - Standing Committees
 - Potential differentiation of Members vs Board

“The Charter”

- The overall charter with DOE is understood from **multiple documents**:
 - **The Original Charter** (FY2009, for FY2011 Startup)
 - **Charter Modification** (FY2013)
 - **Charter Renewal and Modification** (FY2014)
 - **Other Authorizer Directives and Agreements**:
 - Assurances (see Charter)
 - DOE Framework
 - Charter Contract (new requirement of DOE, upon renewal)

Attorneys and Auditor

Legal	<p><u>General Matters</u> Saul Ewing LLP 222 Delaware Ave, #1200, Wilmington, DE 19899 Contact: Jim Taylor +1 302.421.6863 jtaylor@saul.com</p>	<p><u>Employment Matters</u> Buchanan Ingersoll & Rooney PC 919 N Market St #1500, Wilmington, DE 19801 Contact: Geoff Grivner +1 302 552 4207 geoffrey.grivner@bipc.com</p>
Financial	<p><u>Financial Reporting to DOE</u> Neely & Spence Financial Consulting Services LLC 1356 Woodlytown Road Magnolia, DE 19962 Contact: Dorcell Spence +1 302 270 9255 dorcells@gmail.com</p>	<p><u>Auditor</u> Barbacane Thornton and Co LLP 200 Springer Bldg, 3411 Silverside Road Wilmington, DE 19810 Contact: Pam Baker +1 302 468 4002 pbaker@btcpa.com</p>

Executive Contract

- Current Executive Director contract commenced mid-FY2016
- Job responsibilities of the Executive Director:
 - As stated in the Job Description offered upon hire, as it may be amended by subsequent board resolutions
 - As stated in approved board policies
 - Should state at some level in Bylaws (e.g. delegation of authority)
- Executive Director works for the whole Board
 - *NOT at the direction of individual Directors or Board Officers*
 - *NOT based on board discussion alone ... must be confirmed by approved board policy or board resolution*

Board Directors' Job Description

- Official responsibilities per the Bylaws
 - Board Powers: Article I
 - Officers' Roles: Article VI
- Highlights (from the Bylaws) include ...
 - Adopting the bylaws of the Corporation;
 - Determining the general policies and strategic planning of the Corporation;
 - Establishing the annual budget and approving major expenditures;
 - Approving projects and approving the overall budget of said projects;
 - Approving the administrative budget of the Corporation;
 - Approving the annual reports of the Corporation;
 - Approving the annual financial statements of the Corporation; and
 - Approving officers and filling vacancies in said offices as may occur from time to time during the year

School Performance Data

- Reports are submitted to DOE
 - Performance Framework data
 - Charter-compliance info requests
 - *Ad hoc* info requests
- Annual Reports to DOE
 - Due each trailing October; **new format for FY2017**
- Board policies for GLS should:
 - define **student outcomes** consistent with charter requirements and strategic goals
 - define **format and frequency of routine reporting** to the board

Board Meeting Minutes

- Minutes are recorded by Secretary, approved by Board
- DE law also requires audio recording of meetings
 - Keep recordings on website for minimum one-year
 - Exemption from audio requirement for workshops
- General style for minutes is “to be brief”
 - Decisions, reports and actions taken by resolution
 - Brief mention of meeting activities and discussion
 - Minutes are not a verbatim transcript or journal
- Archive of minutes is on GLS website
 - Goes back to FY2013 (earlier minutes need to be located)

Directors' Insurance

- GLS Bylaws state:
 - GLS shall indemnify its board members
 - GLS may carry liability insurance
- GLS Directors should ensure the following regarding insurance:
 - Property & General Liability coverage
 - Errors and Omissions coverage
 - Policy is kept in force by renewal/replacements
 - Review the Summary of Insurance document

Financial Reports

Financial reports which should be posted on the website include:

- Monthly income statements (cash accounting)
- Annual budget (Prelim; Planning; Final)
- Annual audit (income and balance sheet)
- The “state checkbook” link
- Finance/CBOC committee minutes

The board should request additional detail as it may deem necessary to oversee the corporation

Financial Management and Audits

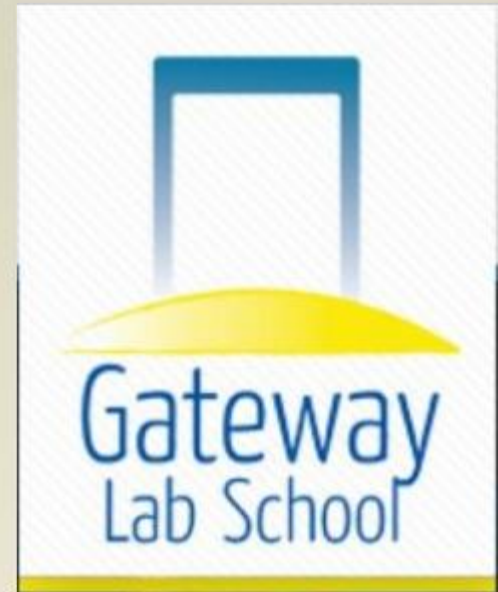
- GLS operates in these basic tiers:
 - GLS administration makes financial system entries
 - Spence & Neely prepares monthly GLS reports for the board and annual budget reports for board & DOE
 - M. Lambert CPA prepares year-end financial statements
 - Barbacane Thornton audits the financial statements
- When the audit report is complete and accepted by the board, then ...
 - Follow-up on all findings & recommendations
 - Post final audit reports on website [14 DelCode, Ch 5, Section 513(a)]
- Recommendations ...
 - Form an Audit Committee of independent Directors

Facility Lease

- Contractual lease with St. Catherine of Siena; GLS pays:
 - Space Rent
 - Pro rata share of landlord expenses (e.g., utilities; taxes)
 - Maintenance of demised premises
- Term and Termination
 - Term runs through FY2019 (i.e., 30-Jun-2019)
 - Renewal option “at fair market value” thru FY2023
 - Renewal option requires 180-day advance notice.
- Other Topics
 - How does GLS compare with peer schools’ facility expense?
 - Moving requires a charter modification

Board Policies

- Policies should be posted on the website
 - GLS should gather all prior policy resolutions and update website as appropriate
- Some policies are required by law
 - e.g., Bullying Prevention
- All policies are subject to board approval and oversight
 - Some are originated by the *board*
 - Some are originated by the *administration*



GLS Board Members'

COMPLIANCE MATTERS

Background Checks

- Del Code 14, Ch. 5, Sec 511_{(p)(q)(r)}
 - Criminal background check
 - Child Protection Registry
 - Applies to all
 - Charter school board members
 - Charter school employees and instructional contractors
 - Volunteers who will have youth contact
- Notable aspects:
 - Disqualifying crimes include convictions for controlled substances, felonies, or crimes against children as listed in Delaware Statutory Code
 - Charter-school authorizers and/or boards may impose additional “disqualifying crimes”
(to date, DOE and GLS have not done this)

Background Checks

DE Code Title 14 § 511(r)

- Criminal Background Check
 - Apply in-person at State Bureau of Investigation (SBI)
 - Troop 2, Rt 40, Bear (by appointment only)
1-800-464-4357 or **302-739-2528**
 - Cost must be paid by applicant, not by the school
- Child Protection Registry
 - Submit **DSCYF form** to GLS (R London)
- SBI and DSCYF will report results to GLS
- GLS must report results to the authorizer (DOE)

Required Training

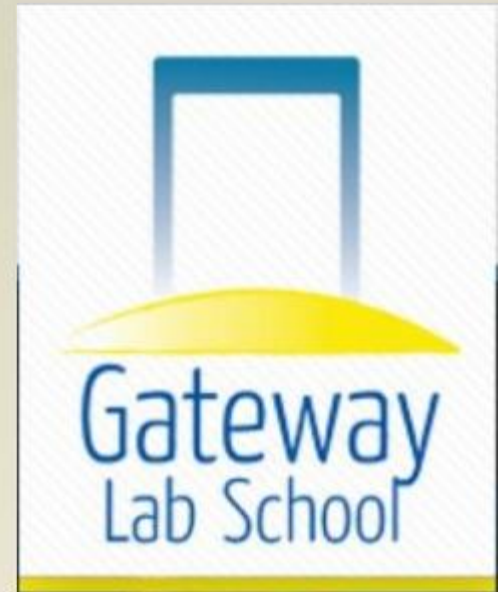
- Financial (DE Code Title 14 Chapter 18)
 - DOE training is offered periodically
 - DOE issues participants a certificate of completion
 - DOE does not allow GLS to fulfill this requirement with our own expert-led or self-taught sessions
 - Training is the same session and content for charter board members and CBOC members
- Governance (DE Code Title 14 Section 512)
 - The school shall ensure effectiveness, including governance training
 - New board members, and all members every 3 years

Citizen Budget Oversight Committee ("CBOC")

- Required by Law – Articulated by regulations
 - Law: DE Code Title 14 § 1508 Citizen oversight
 - Regulation: DE Admin Title 14 Chapter 736
- Membership
 - Specific membership composition
 - Member selection committee
- GLS operates a single committee which is jointly a CBOC and a board Finance Committee
 - Consider separation of these committees

Citizen Budget Oversight Committee ("CBOC")

- CBOC Membership Composition
 - At least five (5) members
 - Membership representation from:
 - Educators and parents of students in the school
 - DE Department of Education
 - Where possible, the CBOC shall have
 - at least two members with formal educational or vocational backgrounds amenable to oversight of school district financial statements.



Reflections on GLS Board Members' Orientation Session

DISCUSSION

END PAGE

Governance and Orientation Training

*for the
Gateway Lab School
Board of Directors*